DOCUMENT RESUME

ED 161 014 CS 004 448

AUTHOR	Summers, Edward G., Ed.; Lukasevich, Ann, Ed.
TITLE	20 Year Collective Index to the "Journal of Reading" (1957-1977).
INSTITUTION	British Columbia Univ., Vancouver. Faculty of Education.; University of Western Ontario, London.
PUB DATE	78
NOTE	314p.
EDRS PRICE	MF-$0.83 HC-$16.73 Plus Postage.
DESCRIPTORS	Adult Reading Programs; Content Reading; Elementary Secondary Education; English (Second Language); *Indexes (Locaters); Reading Consultants; Reading Diagnosis; Reading Instruction; Reading Materials; *Reading Programs; *Reading Research; Reading Skills; Remedial Reading; Testing
IDENTIFIERS	*Journal of Reading

ABSTRACT

Each of 1,067 articles selected for classification in this index were analyzed and individual annotations were written following specifically prepared guidelines. Entries are listed according to the following classification: reading in general; reviews and bibliographies; the correlates of reading, including general, intellectual, emotional/personality, auditory/visual/psychomotor, linguistics/psycholinguistics, racial/cultural, and socioeconomic factors; reading programs on all levels, elementary through college, including programs for business and industry; reading personnel categorized according to general, administrators, supervisors/consultants/specialists, teachers, teachers' attitudes, teacher role, teacher qualifications, and paraprofessionals/tutors/parents; reading skills, listed generally and considered specifically; reading in the content areas, specifically English, drama, literature, social studies, mathematics, and science; instructional methods and activities; materials; measurement and evaluation; English as a second language; atypical learners; and diagnosis and remediation. (MAI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED161014

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

20 YEAR COLLECTIVE INDEX TO THE *JOURNAL OF READING* (1957-1977)

EDITORS

Edward G. Summers
University of British Columbia

Ann Lukasevich
University of Western Ontario

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Edward G. Summers

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Annotation Contributors

Donna J. Dartnall (Coordinator)
Joyce H. Matheson
Sharon F. Jeroski
Sheilah H. Allen
Anne D. Forester
W. Grahem Mallett
Catherine C. Tolsma
David J. Barnett

1978

CS004448

Edward G. Summers
Faculty of Education
University of British Columbia
Vancouver, British Columbia
Canada
1978

©All rights reserved. No part of this book may be reproduced in any form or by any means without permission from the authors.

TABLE OF CONTENTS

Introduction i
Content Analysis iii
Classified Annotations 1
Author Index 278
Tables and Figures 314

INTRODUCTION

It is the purpose of this publication to provide a useful reference to the contents of the *Journal of Reading* from 1957 to 1977. In addition, it is our hope that the *Collective Index* will also serve to illustrate the structure and record of secondary, college and adult reading over the past two decades based on data drawn from the major professional journal related to the field.

The *Journal of Developmental Reading* was the predecessor to the *JOR* and was conceived by the Developmental Reading Staff, Purdue University Department of English which published volumes 1-7 (1957-1963). In 1964 the journal was incorporated into the publishing program of the International Reading Association and renamed the *Journal of Reading* with editorial offices located at Syracuse University for volumes 8-14 (1964-1971). In 1972 the editorial offices were shifted to IRA headquarters and volumes 15-20 edited and published in Newark, Delaware.

For the past twenty years each issue of the journal has contained a number of articles describing the theory and practice of secondary, college and adult reading. In addition to articles, the journal has carried publicity on professional activities, editorial comment and letters to the editor, reviews of books and materials and other special features and brief communications which serve as a forum for discussion and information exchange. A considerable volume of commercial advertising has also appeared. For this index we have selected the 1,067 articles from the twenty years as the core collection of literature for annotation, classification and analysis. This reference tool should provide easier access to the wealth of information on reading beyond the elementary school for the librarian, teacher, supervisor, administrator, student and researcher. Microfilm editions of the past volumes of the *JOR* are available from University Microfilms, 300 North Zeeb Rd., Ann Arbor, Michigan 48106, U.S.A. and ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210, U.S.A. The microfilm editions, in conjunction with the *Collective Index*, provide ready access to full-text copy of the total retrospective contents of volumes 1-20 of the *JOR*.

The *Collective Index* has been produced using a combination of human and automatic methods. Each significant article published in volumes 1-20 has been annotated and located in the appropriate place in the classification scheme. The annotations were written following guidelines based on an extensive analysis of the literature on abstracting and preparation of document surrogates. After a review of the state-of-the-art on indexing, the classification scheme was empirically developed and reflects the actual content of the documents classified therein. The classified annotations were keyed using a standard software text editing procedure and converted to computer storage. Editing and formatting were accomplished via special programs and on-line video display. Printed copy from the computer tapes was produced using the IBM 8000 laser processing system. The index pages were then produced by photocomposition directly from the IBM 8000 printout copy. Front matter, tables and figures and the author index were produced from typeset material.

Sincere thanks are due to all our annotators for their labors; especially Donna J. Dartnell who coordinated their efforts and worked long hours on the classification scheme and in producing data for the content analysis. Helpful comments and criticisms were contributed by UBC colleagues Geraldine Snyder and Betty Horodezky. Appreciation is also expressed to the Faculty of Education of the University of British Columbia and the University of Western Ontario for research time and indirect financial support. Finally, the task would have been impossible without the contribution of our programmer Lewis Varga.

E.G.S.
A.L.

CONTENT ANALYSIS OF THE JOR

For twenty years the *JOR* has published articles on secondary, college and adult reading. Although other journals often carry single articles, the *JOR* is unique: no other publication is exclusively devoted to presenting material related to reading instruction beyond the elementary level. As such, the professional journal constitutes an important link in the information network in any discipline. The importance of journals to information exchange is underscored by the fact that by 1985 it is estimated the number of published journals will exceed 500,000. Such growth is phenomenal when one considers that 100,000 journals were publishing in 1950. Since its first appearance in the 17th century (*Philosophical Transactions*, the Royal Society, London, 1665), the journal has become the most successful and ubiquitous carrier of information in the history of the printed word.

It is therefore not surprising that journals themselves have received considerable scrutiny and empirical study within the larger framework of research in information science, the study of bibliometric processes related to printed literatures and research on the sociology of knowledge production and utilization. A literature is defined as a body of thought expressed in published writings. A collection of published papers, in this case journal articles, can be defined in terms of the attributes of those papers. A journal article represents a static unobtrusive record of the results of the process of intellectual interaction engaged in by the author(s) as a topic is initially explored and ultimately brought to fruition through editing and publishing. Analysis of the attributes of published articles, when coupled with analysis of the substantive contents of the articles themselves, provides insight into the growth and development of a discipline or field of study. While analysis of one journal article can at best express only the idiosyncratic product of an individual, content analysis of a thousand articles can reflect important patterns and present the overall typography of the literature. Content analysis of the 1,067 articles from the twenty published volumes of the *JOR* provided bibliometric data in the following areas:

- content trends
- attributes of *JOR* authors
- characteristics of sources cited by *JOR* authors
- title indexing of *JOR* articles

- **Content trends**

Each of the 1,067 articles selected for classification were analyzed and individual annotations written following specially prepared guidelines. A scheme was then developed for classification of the articles. The most common approaches to generation of classification systems are the committee and the empirical. The committee approach involves the creation of a set of categories, hypothesized by the group of authorities to include all possible topics, and the assignment of articles to the predetermined categories. Such systems tend to produce vague and overlapping categories and often result in forced specificity of classification. In the empirical approach the documents literally categorize themselves. This approach is best when a large body of diverse material is to be organized and illustration of specific content trends is desired. As the *JOR* articles were read their content was noted and a list of subject matter headings produced. The major categories emerged after roughly 50% of the material had been analyzed. Thus, the classification scheme presented here represents the logical groups which formed based on analysis of the contents of the articles; the characteristics of the literature itself determined the categories defined in the system.

Articles were then classified within the categories and further adjustments made to the categories. The reliability of the procedure was carefully checked throughout. A final listing of 13 major and 41 sub-categories emerged. The major categories tend to be broad and stable across time while the sub-categories provide narrower groupings and illustrate trends within the major categories. Table I presents the articles classified by volume year and content dimension. With this system each article is placed in a major category and in more specific classes within the major category.

In order to indicate trends the twenty volume years were divided based on the three major editorial eras of the *JOR*. This produced three approximately equal time intervals. Because of the unequal number of articles published by volume and by editorial period, percentages are used throughout to analyze trends. Article production has increased steadily across the three editorial periods as issues have been added to volumes (Table II).

For the years 1957 to 1977 *Reading Programs* and *Reading Skills* have been the topics most frequently discussed in *JOR* articles ranking first and second and representing 40% of all articles. *Reading Programs* accounted for one third of articles in the first editorial period with a subsequent decrease in both the second and third periods. It should be noted that descriptions of college programs have always exceeded descriptions of secondary programs (Table IV). *Reading Skills* articles have appeared consistently across the three editorial periods with somewhat of a decrease in word skill articles from period to period, a sharp increase in comprehension articles beginning with the second period, and rather consistent publication of articles on study skills across all three periods. Articles emphasizing rate and flexibility decreased markedly during the third editorial period (Table VI).

Reading Personnel moved to third ranking during the last editorial period accounting for 10% of all articles overall. Within this category (Table V), the topics of preservice and inservice education account for over 40% of articles while the topic of teacher attitude, role and qualifications adds another 20% with major emphasis on this topic during the last editorial period. The increasing volume of articles related to reading personnel across the twenty volume years represents growing interest in secondary, college and adult reading as a legitimate area of professional study.

Materials and *Instructional Methods and Activities* have consistently ranked fourth and fifth across all three editorial periods accounting for approximately 18% of total articles. Within *Materials* text print sources have received major emphasis, articles on equipment have decreased, and articles on readability have more than quadrupled since the first editorial period (Table VIII).

One surprising factor which emerges is the relatively low emphasis given to *Reading in the Content Areas* (Table VII). Although there has been growth on this topic across the three periods it accounts for only 5.7% of total articles. This category will undoubtedly rise as the increased activity in this area in recent years is translated into journal content. It might be noted that the primary focus in content reading has always been the area of English which has consistently accounted for 50% of articles within the category across all three time periods.

By inspecting Tables I through VIII one can see how professional interests have broadened or narrowed over the past two decades. What has eventually been published may not necessarily represent the volume of articles submitted nor do the interests of authors who submit articles necessarily reflect the interests of educators at large. However, 1,067 articles do provide a general picture of the major topics of interest to those involved in reading beyond the elementary level.

- **Attributes of JOR authors**

The *JOR* authors were classified by occupational category across the total volumes and aggregated for the three editorial periods (Table IX). Personnel from colleges and universities have consistently authored over two-thirds of the articles published in the journal with the remaining one-third authored by educators with school based, district, county, state and provincial affiliation. Very similar data for author occupation were found in a study by Tolsma (1977) based on thirty volumes of the *Reading Teacher.*

JOR authors have been predominently male with 67.1% male and 32.9% female authors reported. The percentage of female authors increased approximately 10% across volumes 15 through 20 (Table X). Sex of author data from the *Reading Teacher* revealed 52.7% male and 46.9% female authors. The trend was reversed with a decline in female and an increase in male authorship noted.

Multiple authorship data (Table XI) reveal that three out of four *JOR* articles have been single authored with the balance reporting two or more authors. Multiple authorship data for the thirty volumes of the *Reading Teacher* follow the same pattern. Multiple authorship has increased somewhat across the last two editorial periods. One would like to assume this increase involved increasing collaboration between college and university and school based personnel; particularly in the area of secondary reading. However, examination of the college and university and school based articles in Table IX reveals few instances of collaborative effort between the two groups. Joint authorship is still carried on largely with one's institutional colleagues.

A tabulation of author geographic location, organized by the 11 IRA regions, is presented in Table XII and illustrated in Figure 1. The data reveal that the nucleus of *JOR* authorship has always centered in the East, Great Lakes and the Southwest with a total of 752 (69.5%) articles originating from the three regions. It is of interest to note that the Far West region has in-

7

creased in authorship over the last two editorial periods, the Plains region has decreased, and the Southwest and Rocky Mountains regions have remained relatively stable. Except for minor variation, the same patterns in author location were reported in the *Reading Teacher* study.

- **Characteristics of sources cited by JOR authors**

The process of information exchange in any discipline involves a central concept we shall call interaction. The concept embraces the interaction of ideas and theories in an intellectual sense, as well as the interaction of authors within a discipline in the sociological sense. Interaction culminates in information exchange and the production of new knowledge as viewed by the discipline. Information and knowledge are most often disseminated to the professional community via the media of the published journal article. In producing an article the author projects a topic, problem or report of research, interacts with other published writings in the literature, and thereby selects the principle contributors to the product represented by the article. Articles can range from opinion pieces to the highly technical research report citing dozens of references. Contributors to the thinking in an article are acknowledged via the traditional scholarly mode of footnote or reference citation. In essence, the citations in an article represent the intellectual environment within which the author was operating; there is a cognitive link between the article and each item cited in the bibliography.

With the advent of sophisticated computer technology the practice of citation analysis of journal literature has reached a refined state and the impact of such research is well illustrated by the use of massed citation data from thousands of journals in the *Science Citation Index* and the *Social Science Citation Index* published by the Institute for Scientific Information. A growing body of literature exists which has validated the technique of citation analysis as a tool in the examination of information use in a discipline. The basic hypothesis underlying the citation analysis reported here is that bibliographic citations can reveal both literature use patterns and the structural characteristics of the information network in secondary, college and adult reading.

All references cited in the articles published in volumes 1-20 of the *JOR* (less reviews and bibliographies) were collected and used to generate three types of bibliometric data: citations per article, type of publication cited, and age of material cited. In addition, a rank ordered listing of frequently cited journal titles was also produced.

Citations per article. Table XIII presents the 3,805 citations by volume and type of publication. Combining figures from Table I and Table XIII revealed that the average number of citations per article stood at less than 1.0 for volumes 1-7; rose to 2.5 for volumes 8-14; and increased further to 4.5 for volumes 15-20. Thus there has been a steady increase in the average number of citations per article in the *JOR* across the twenty volume years.

Some individuals consider the distinction between scholarly and nonscholarly work to hinge on the presence or absence of references. Although the distinction is valid it should not be pushed too far for one can easily fall into the trap of equating quality with quantity. We would not like to claim, for example, that a paper with a dozen bibliographic references is necessarily any more scholarly than one with five. As has been pointed out repeatedly in sources discussing citation analyses, papers like Roentgen's on x-rays and Mendeleev's description of the periodic table would fall short of any rule of ten, fifteen or twenty citations constituting scholarly work. However, articles of value are likely to contain bibliographies and extent of referencing can be used as a valid measure of the degree to which the author is interacting with the literature in the field outside any value judgment as to the quantity of interaction necessary to reach a certain level of scholarship.

Based on the data collected it is fair to state the *JOR* authors have increased their interaction with the literature over time although 4.5 citations per article on the average does not yet indicate a particularly high level of interaction in comparison with other fields. No marked differences were noted in citation patterns between articles discussing secondary, college or adult topics. It is of course recognized that such data may contain error due to padding of bibliographic sources, citation of likely referees, author self-citation rather than other-author-citation, citing of material for prestige purposes and *Alice in Wonderland* references. However, such frivolous citation has been found to constitute only a small percentage of total referencing in analyzing large collections of material. It is safe to assume that when an item is cited by most authors, the citing author is acknowledging a legitimate connection to the work.

Results from the citation analysis of the *JOR* can be placed in perspective by comparing them with data from other citation studies. It has been suggested that as a field matures it will exhibit an increased number of citations per article. This assumption has been supported by the results of a study based on data from eight social science journals covering a span of fifteen years. Average citation increased from 8.4 to 15.2 per article and great variations in citation habits were noted among the eight journals. Other authors have underscored the conclusion that, in general, referencing is increasing in all fields. Average citations per article are usually highest in the sciences followed by the social sciences and humanities. Fifteen to twenty citations per article has been suggested as a norm for work exhibiting a high degree of interaction with the literature in a field.

The *JOR* citation data can also be compared with results from the *Reading Teacher* study by Tolsma and a study of reading research journal articles by Barnett (1975). Analysis of referencing in thirty volumes of the *Reading Teacher* revealed an average citation per article of 8.9 for volumes 1-10 with a slight increase to an average of 9.0 per article for volumes 11-30. Barnett found that the citation rate of a sample of ten years of reading research announced in the annual summary of research on reading increased from 6.9 references per article in the mid-sixties to 12.6 per article in the seventies. Thus, the citation rate in the *JOR* falls below that found in scientific literatures, the more mature *Reading Teacher*, and reading research articles. The average citation per article has increased over the twenty volume years perhaps indicating a higher level of interaction and a maturing of the field.

Type of publication cited. Analyses of references to journals, books and other forms of materials cited in articles have been numerous. Table XIV presents data for type of publication cited by *JOR* authors across the three editorial periods. Approximately equal percentages of journals (37.1%) and books (38.1%) were cited. The data from the *Reading Teacher* study are somewhat similar with 37.5% of citations being to journals and 32.4% to books. Typically, the humanities and social sciences cite books more heavily than the sciences although wide variations in citation habits across fields are common. Research articles also tend to cite serials over books. In the Barnett study of reading research journal literature approximately 50% of the citation was to the serial literature and 35% to book sources; the figures were fairly consistent over the ten years sampled.

The "cutting edge" literature tends to reside in journal sources whereas books serve more of an archival function to collate and report the established knowledge in a field. Disciplines with firmer research paradigms also tend to publish their work in journals while those with less defined research thrusts tend to publish in books. Based on the types of publications authors have tended to link with their work, the *JOR* falls into the category of a typical social science practitioner oriented professional journal in terms of its research focus and the extent of referencing used by the authors writing for the journal. With the high percentage of authors located in college and university faculties one would perhaps have expected more emphasis on the journal literature and heavier research focus in articles as represented by the types of literature cited.

Age of cited material. The age of material cited by authors has been used in some bibliometric research to indicate the presence or absence of a research front. High citation of recently published material suggests an active research front; hard science, soft science and no science are indicated as the age of cited material increases. One commonly referred to index is based on the proportion of references in published materials which are to the last five years of the literature and is called the immediacy effect. Table XV presents data on the age of cited material, organized by type of publication, across the three editorial periods of the *JOR*.

The median age of books cited was seven to eight years and remained fairly consistent over the three editorial periods. The median age of cited serial literature was six to seven years with a slight decrease in age of this material over the three periods. Age of other cited material varied from four to ten years. Median ages of cited material in the study of the *Reading Teacher* were slightly lower ranging from six to seven years for books and five to six years for serials. Age of books and serials cited increased slightly across the thirty volumes of journal articles included in the study. In the Barnett study of reading research articles, age of cited material tended to decrease with a tendency toward citation of more recently published material at the expense of an older body of literature. A barely discernable immediacy effect was beginning to be evidenced in reading research literature.

The data from the study of the *JOR*, the *Reading Teacher* and the analysis of reading research journal articles indicates no real immediacy effect with the exception of reading research articles where such an effect may be beginning. This conclusion is also borne out by data from the *JOR* study which indicate approximately 21% (273 citations) of the material cited to be archival in nature (25 years of age or older) across the three editorial periods.

The journal literature network. Many disciplines frequently ask the question What are the most important journals in the field? The question is most often answered by assembling a set of articles thought to be representative of the field, aggregating the journal titles referred to in the collection, and listing the important journals based on volume of articles published. Sometimes a review in the field is used as the source of published articles. In some instances, clustering algorithms have also been applied to journal title frequencies in an attempt to group related journals by citation and develop conceptual maps of the field.

In other research, the journal titles *cited* in the bibliographies of the collected set of articles have been aggregated to provide the basis for the ranked listing of important journals. This method is superior in that its base is the literature authors have felt to be important in their thinking rather than just sheer frequency of publication of journal articles. Quite different lists can be produced by the two methods (See Barnett, 1975).

Author citations of journal titles were used to build a data base for analyzing the journal literature network in secondary, college and adult reading. All *JOR* articles published from 1967 to 1977 were analyzed and a rank listing of journal titles generated based on frequency of citation. Bibliographies and review articles were excluded from the analysis. Such research usually indicates that a small percentage of journals (the square root of the total number of journals) account for approximately 50% of the total citations. The balance of citations are accounted for by a very large number of journals which report one to a few articles.

In all, a total of 212 journal titles were cited at least once by *JOR* authors across the ten year sample. The most frequently cited journals accounting for 50% of the total citations are listed in Table XVI. Almost 21% of total citations were self-cites to the *JOR* and the *JDR*. This can be expected in studies of single journals. Eliminating the self-cites leaves a list of 13 journals which can be considered very important publications in the literature of the field.

JOR authors are interacting with a wide corpus of research and non-research educational literature. By way of comparison, ERIC's *Current Index to Journals in Education (CIJE)* lists over 800 journal titles which are searched on a systematic basis. Although some of the journals cited in the *JOR* are outside the field of education, the majority are listed in *CIJE*. Thus *JOR* authors interact with approximately 20% of the journal literature in education. However, the strength of that interaction is not strong. A total of 112 journals were cited only once. This coupled with the low average citation per article (approximately 4.5 citations per article) examined previously, suggests a modest rate of literature interaction.

The journals listed in Table XVI could be considered a highly useful core listing and includes: other reading journals (3), journals from English (2), educational research journals (3), psychology journals (2), an adult journal and a child development journal. We would suggest the list be extended to include an additional ten journals with somewhat high citation frequencies, particularly within the last five years *(Personnel and Guidance Journal, Harvard Educational Review, Reading Improvement, Clearing House, Teacher Education, American Educational Research Journal, School and Society, Education, NEA Journal, Review of Educational Research).*

The journal title citation data illustrate the citing structure of the *JOR* literature network and the range and extent of use of educational literature by *JOR* authors. The diversity of journals referred to is striking. *JOR* authors consistently refer to a central core of highly cited titles but also access a wide variety of serials from the total corpus of published educational journal literature.

- **Title indexing of JOR articles**

The adequacy of article titles as a source of subject content clues has been given much attention in the literature of library and information science. Although the results and conclusions on the adequacy of titles vary, there is general agreement that better titling is necessary. Titles are important carriers of information not only in computerized retrieval systems but also in utilizing indexes and bibliographies in traditional library services.

Currently the final issue of each volume of the *JOR* presents a title and author index to the contents of the eight issues of the volume. The importance of good titling is sharply illustrated when the index is scanned to locate articles on a specific topic or browsing for general information. The title "The Ends and Means Problem in the Classroom" provides few clues to the focus or content of the article. Rich metaphorical language may be catchy but titles poor in informative words result in inadequate use of the paper. Recognition of the importance of good titling prompted us to ask the question How informative are titles in *JOR* articles? and Has there been an increase in use of good informative titles? Indirectly, we were also asking Could titles be used to index *JOR* articles?

Having the complete bibliographic citation for each of the 1,067 articles on computer tape greatly facilitated the analysis of titles. The titles were listed and checked for unsubstantive words. These are defined as words which convey little or no information by themselves and include articles, prepositions, conjugations, pronouns and auxiliary verbs. A stop list of 39 unsubstantive words was developed to facilitate title editing. Examination of the title listing revealed a total of 1,603 words (31.9%) which were unsubstantive and of little value in indicating the content of an article. These included stop words and other words with poor content meaning. This figure may seem high but words like *reading* are included which appeared 572 times and accounted for one-third of the unsubstantive words. Using the computer it was relatively easy to enter the stop list and the unsubstantive words and make the appropriate deletions from the titles automatically.

Analysis of the final listing of titles revealed an average of 3.5 indexable terms per title. However, many titles lacked even one indexable term. Table XVII presents the percentage of titles lacking indexable terms across the three editorial periods. Approximately 20% (213/1,067) could be considered uninformative. It is also to be noted that the percentage of uninformative titles has *increased* sharply during the third editorial period; roughly one out of four titles during this period would have to be enriched to include even one indexable term.

How many substantive terms are necessary to make an informative title? It is difficult to state a quantitative answer. Six to ten informative words per title has been stated arbitrarily in the literature as the minimum number for good informative titling. This figure, however, relates more to scientific material where vocabulary and concepts tend to be better defined. It also applies to research oriented material. We would suggest that for articles in journals like the *JOR* titles with less than two indexable terms are uninformative. Three to six informative words per title might be taken as a range with titling of research oriented articles moving toward the upper end.

CLASSIFICATION CATEGORIES

01 Reading in General 3
02 Reviews and Bibliographies 14
03 Correlates of Reading 32
    03.1 general 32
    03.2 intellectual factors 35
    03.3 emotional/personality factors 38
    03.4 auditory/visual/psychomotor factors 40
    03.5 linguistics/psycholinquistics 44
    03.6 racial/cultural factors 47
    03.7 socio-economic factors 50
04 Reading Programs 54
    04.1 general 54
    04.2 organization & administration 62
    04.3 elementary programs 66
    04.4 secondary, developmental programs 68
    04.5 secondary, remedial programs 76
    04.6 college/junior college programs 82
    04.7 adult programs 96
    04.8 programs within business & industry 100
    04.9 evaluation 103
05 Reading Personnel 112
    05.1 general 112
    05.2 administrators 115
    05.3 supervisors/consultants/specialists 116
    05.4 teachers: general 119
    05.5 teachers: preservice 120
    05.6 teachers: inservice 126
    05.7 teachers: attitudes/role/qualifications 132
    05.8 paraprofessionals/tutors/parents 138
06 Reading Skills 142
    06.1 general 142
    06.2 word skills 146
    06.3 comprehension skills 154
    06.4 rate & flexibility 167
    06.5 study skills 174
    06.6 affective factors/interests/motivation 182
    06.7 listening/communication/writing skills 191
07 Reading in the Content Areas 193
    07.1 general 193
    07.2 English/Drama/Literature 196
    07.3 Social Studies 204
    07.4 Math/Science 206
    07.5 other subject areas 208
08 Instructional Methods and Activities 210
09 Materials 229
    09.1 general 229
    09.2 books/texts/mass media 231
    09.3 readability 243
    09.4 devices/machines/audio visual 249
    09.5 games 254
10 Measurement and Evaluation 255
11 English as a Second Language 266
12 Atypical Learners 268
13 Diagnosis and Remediation 276

References

Barnett, D.J. Bibliometric analysis of reading research journal literature. Unpublished M.A. thesis, University of British Columbia, 1975.

Baughman, J.C. A structural analysis of the literature of Sociology. *Library Quarterly*, 1974, *44*, 293-308.

Borko, H. and Bernier, C.L. *Abstracting concepts and methods.* New York: Academic Press, 1975.

Brodus, R.N. The literature of the social sciences: a survey of citation studies. *International Social Science Journal*, 1971, XXIII, no. 2.

Clarke, B.L. Multiple authorship trends in scientific papers. *Science*, 1964, *143*, 822-824.

Dartnell, D.J. Content analysis of the *Journal of Reading.* Unpublished M.A. thesis, University of British Columbia, 1977.

Donohue, J.C. *Understanding scientific literature: a bibliometric approach.* Cambridge, Mass: MIT Press, 1973.

Earle, P. and Vickery, B. Social science literature in the UK as indicated by citations. *Journal of Documentation*, 1969, *25*, 123-141.

Feinberg, H. *Title derivitive indexing techniques: a comparative study.* Metuchen, N.Y.: Scarecrow Press, 1973.

Foskett, D.J. *Classification and indexing in the social sciences.* London: Butterworth and Co. Ltd., 1974.

Garfield, E.B. Citation analysis as a tool in journal evaluation. *Science*, 1972, *178*, 471-479.

Garfield, E.B. *Citation indexing.* New York: Wiley Interscience, 1978.

Holsti, O. *Content analysis for the social sciences and humanities.* Menlo Park, California: Addison Wesley Co., 1969.

Jerrolds, B.W. *Reading reflections: the history of the International Reading Association*, Newark, Delaware: *IRA*, 1977.

Kochen, M. Stability in the growth of knowledge. In T. Saracevic (Ed.), *Introduction to information science.* London: R.R. Bowker Co., 1970.

Kuhn, T. *The structure of scientific revolutions.* Chicago: University of Chicago Press, 1962.

Lancaster, F.W. *Vocabulary control for information retrieval.* Washington: Information Resource Press, 1972.

Line, M.B. and Sanderson, A. Obsolescence and change in the use of literature with time. *Journal of Documentation*, 1974, *30*, 283-350.

Martyn, J. Progress in documentation: citation analysis, *Journal of Documentation*, 1975, *31*, 290-297.

Meadows, A.J. *Communication in Science.* London: Butterworth & Co. Ltd., 1974.

Moravcsik, M.J. and Murugesan, P. Some results on the function and quality of citations. *Social Studies of Science*, 1975, *5*, 86-92.

Parker, E.B., Paisley, W.S. and Garrett, R. *Bibliographic citations as unobtrusive measures of scientific communication.* Institute for Communication Research, Stanford University, 1967.

Price, D. DeS. *Little science, big science.* New York: Columbia University Press, 1963.

Price, D. DeS. Networks of scientific papers. *Science*, 1965, *149*, 510-515.

Price, D. DeS. A general theory of bibliometric and other cumulative advantage processes. *Journal of the American Society for Information Science*, 1976, *29*, 292-306.

Small, H.G. A citation model for scientific specialties. *Proceedings of the American Society for Information Science*, 1975, *12*, 32-33.

Small, H. and Griffith, B.G. The structure of scientific literatures I: identifying and graphing specialties. *Science Studies*, 1974, *4*, 17-40.

Small, H., Griffith, B.G., Stonehill, J.A., and Dey, S. The structure of scientific literatures II: toward a macro and microstructure of science. *Science Studies*, 1974, *4*, 339-365.

Tolsma, C.C. Content analysis of the *Reading Teacher*. Unpublished M.A. thesis, University of British Columbia, 1977.

Ziman, J.M. Information, communication and knowledge. In T. Saracevic (Ed.) *Introduction to information science.* London: R.R. Bowker Co., 1970.

Zunde, D. Structural models of complex information systems. *Information Storage and Retrieval*, 1971, *7*, 1-18.

CLASSIFIED ANNOTATIONS

01 READING IN GENERAL

ALLEN, JAMES E., JR. THE RIGHT TO READ -TARGET FOR THE SEVENTIES. (1969) 13 2 95

Records the text of a speech by the U. S. Commissioner of Education which proclaimed universal literacy as the goal for the decade.

AUSTIN, LETTIE J. READING: A DIMENSION OF CREATIVE POWER. (1972) 15 8 565

Emphasizes reading as a vital force in individual development and recommends that the classroom be a living place.

BETTS, EMMETT ALBERT. EXCERPTS FROM THE CITATION OF MERIT ADDRESS. (1972) 16 1 58

Excerpts from Betts' 1972 Citation of Merit Address on eleven diverse topics.

BRENNAN, SUSAN WARFIELD. PUBLISHING OUTLETS FOR STUDENT WRITING. (1976) 19 6 472

Outlines problems inherent in the publication of periodicals and suggests ways of enhancing the chances of having student work published. Provides a list of magazines which publish material from students.

BRUNER, JEROME S. PRECONVENTION SPOTLIGHT. (1972) 15 5 328

Records Bruner's comments on subjects such as new media, "pure" English, the Right to Read program and future basic changes in education.

BURNETT, RICHARD W. READING IN THE SECONDARY SCHOOL: ISSUES AND INNOVATIONS. (1966) 09 5 322

Discusses the gradual refinement of the developmental reading concept, and innovations including television, programmed learning, teaching machines and paperbacks.

CARNER, RICHARD L. PSYCHO-ECOLOGY AND READING FAILURE. (1973) 16 7 556

Suggests that educators may have achieved a high degree of expertise in promoting failure and recommends a growing awareness of the many different levels of ecological systems in the classroom.

CAUGHRAN, ALEX M., JOHN A. LINDLOF. SHOULD THE "SURVIVAL LITERACY STUDY" SURVIVE? (1972) 15 6 429

Raises questions concerning the published findings of a literacy survey.

CHANSKY, NORMAN M. PROBLEMS OF RESEARCH IN READING. (1964) 07 2 102

Defines reading and reading ability. Justifies studying biological, sociological and psychological variables as influences of reading performance and proposes the statistical techniques of discriminant analysis to determine the effects of these variables. Concludes with a plea for explorations which are both statistically significant and educationally relevant.

CLYMER, THEODORE. "THE ROAD NOT TAKEN". (1965) 09 1 3

Observes the future role of the I.R.A. and raises some questions about the wise use of educational resources.

COPP, BARRIE R. READING AS VIEWED BY OUR EASTERN EUROPEAN COLLEAGUES. (1970) 13 6 441

Reports on the status of reading in Czechoslovakia, Hungary, Romania, Russia, and Denmark.

CREWS, RUTHELLEN. MORE MYTHS ON THE TEACHING OF READING (1972) 15 6 411

Lists five myths common to secondary teachers and recommends that we stop assessing blame and start teaching reading.

CUTTS, WARREN G. SPONSORED RESEARCH IN READING: PROJECTS AND PROSPECTS. (1965) 08 6 378

Discusses federally-funded grants for reading research in the areas of reading and the language arts, new educational media, reading for the disadvantaged, basic adult education, reading and desegregation and other basic research projects.

EARLY, MARGARET J. TAKING STOCK: SECONDARY SCHOOL READING IN THE SEVENTIES. (1973) 16 5 364

Regrets that the status of reading instruction has changed very little between 1942 and 1970 but notes differences that affect reading instruction for students, teachers and school organization.

FREDERICK, E. COSTON. THE PERIPATETIC PROFESSOR LEARNS. (1976) 20 1 9

Recounts the human encounters made during a backpacking trip through Alaska and gives readers the opportunity to ponder their significance for teaching and learning.

FREED, BARBARA F. SECONDARY READING - STATE OF THE ART. (1973) 17 3 195

Outlines results of two 1972 surveys of state departments of Education and of selected school districts discussing (1) reading requirements (2) reading courses made available by school districts (3) classification of reading courses recommended (4) certification requirements for reading and English teachers, and (5) need for secondary reading programs.

GENTILE, LANCE M. WHY IS READING SO SPECIAL? (1976) 19 5 378

Attempts to explain to young reading club members why reading is so important and what contribution it might make to overall self-improvement.

GREEN, RICHARD T., ROBERT WAY. READING AS AN EXISTENTIAL ACT. (1975) 18 4 301

Considers the elements of expectation, perception, acceptance, experience, responsibility, learning and teaching in viewing reading as a means of "seeking self".

HARRIS, ALBERT J. PANACEAS IN READING. (1972) 16 1 8

Suggests that new methodologies should be tried on a very small scale, carefully evaluated, pilot studied, and evaluated again before being publicized.

HILL, WALTER. SECONDARY READING ACTIVITY IN WESTERN NEW YORK: A SURVEY. (1975) 19 1 13

Uses mailed questionnaires to principals of 202 schools with 172 responding, to present a survey of secondary schools served professionally by the State University of New York at Buffalo. Includes information on type of instructional activity, reading centers, developmental and remedial instruction, content area instruction, administration, staffing, funding and administrative reactions.

KEPPEL, FRANCIS. RESEARCH: EDUCATION'S NEGLECTED HOPE. (1964) 08 1 3

Argues for the use of more highly skilled personnel in educational research, more experimentation, and more concentration on critical issues.

MARING, GERALD H. THE IMPACT OF READING. (1976) 19 6 447

Advocates departing from quantitative research on the impact of reading and offers an informal approach which can be used in the classroom to investigate and develop the effects of reading.

MC CREARY, ANNE PHILLIPS, ALVIN J. SURKAN. THE HUMAN READING PROCESS AND INFORMATION CHANNELS OF COMMUNICATION SYSTEMS. (1965) 08 6 363

Presents analyses of reading using a communications system model. Discusses influences at the source of information, procedures of information processing and methods of storing information.

MERRITT, JOHN E. RECENT DEVELOPMENTS IN GREAT BRITAIN. (1974) 17 5 367

Discusses two 1972 Department of Education and Science reports concerning special reading difficulties and standards of reading in Great Britain.

NAIR, C.V. DEVAN. A TREASURE OF HONEY IN THE COMBS OF GOD. (1976) 20 3 226

Discusses the treasures of knowledge and pleasure contained in literature.

NAMEKAWA, MICHIO. READING IN THE ORIENTAL WAY OF THINKING. (1977) 20 6 482

Describes traditional Oriental ways of reading and thinking and discusses their relevance to modern Western ways.

NUERNBERGER, ANN B. A BEGINNER'S REFLECTIONS ON READING RESEARCH. (1973) 16 8 634

Expresses the hopes and aspirations of a new graduate student in Reading.

OHARA, SUNAO. RUNNING AND READING: READING STYLES IN JAPAN. (1977) 20 6 479

Links reading and thinking by tracing the historic evolution of Japanese reading styles and comparing modern European styles of thinking with those emerging in Japan. Claims that reading becomes an indicator of cultural history.

PECK, CYNTHIA VAN NORDEN, MARTIN KLING. ADULT LITERACY IN THE SEVENTIES: ITS DEFINITION AND MEASUREMENT. (1977) 20 8 677

Suggests that a new operational definition of literacy has evolved out of the rethinking of the criteria of literacy and a number of key studies conducted in the early seventies. Examines recent efforts in assessing real-life reading skills.

PETRE, RICHARD M. THE SEVENTIES: DECADE OF ACHIEVEMENT? (1972) 16 3 200

Calls on professionals in education, especially those in reading, to respond to the current interest in eliminating illiteracy.

PONGNOI, NAKORN. READING CHANGES LIVES: THE HILLS OF THAILAND. (1976) 19 6 475

Describes conditions and reading programs in remote and mountainous areas of northern Thailand.

POWELL, WILLIAM R. LEVELS OF LITERACY. (1977) 20 6 488

Classifies literacy into ascending levels of subsets ranging from pre-literacy to basic literacy, and a career literacy. Contends that the career literacy level is necessary to become a minimally literate person in modern society.

RAUCH, SIDNEY J. AN IRREVERENT GUIDE TO THE FIFTEENTH ANNUAL CONVENTION. (1970) 13 7 533

Provides ten helpful (?) hints to prospective convention attenders.

RAYGOR, ALTON L. SOME THOUGHTS ON THE CURRENT STATE OF RESEARCH IN READING. (1964) 07 2 75

Argues that research to evaluate the application of specific methods and materials is needed.

ROBINSON, HELEN M. SIGNIFICANT UNSOLVED PROBLEMS IN READING. (1970) 14 2 77

Identifies and provides a brief discussion of six unsolved problems in reading including reading terminology, the reading process, the preparation of competent researchers, the quality of teachers, reading retardation, and critical reading skills.

SCHACTER, HARRY W. SPIRITUAL SECURITY FOR THE BUSINESS MAN. (1958) 01 3 11

Urges businessmen to enter into a program of reading which will give them spiritual security in retirement along with their Social Security.

SCHATZ, ALBERT. THE READING PROBLEM IN SCHOOL: HOW IT BEGAN AND HOW IT ENDED. (1975) 18 8 602

Examines faceticusly the relationship between the discovery of the "reading problem" and the sudden failure of children to learn to read.

SCHICK, GEORGE B. AUTHOR AND EDITOR: CATECHISM AND STRATEGIES. (1972) 16 1 50

Elucidates what editors want and expect from authors.

SCUDDER, JOHN R., JUNIOR. TEACHING READING - TECHNOLOGY, CRAFT OR APPLIED PHILOSOPHY. (1972) 15 8 560

Presents a philosophy professor's view of reading which contends that reading is neither a science nor an art.

SHAFER, ROBERT E. WHAT CAN WE EXPECT FROM A NATIONAL ASSESSMENT IN READING? (1969) 13 1 3

Outlines how statements of objectives are obtained in the National Assessment program and indicates how the definition of reading influences objectives. Lists three distinctions which must be preserved when reporting reading assessment results.

STAFF, JR. IF WISHES WERE HORSES. (1972) 15 8 613

Reports an informal study of issues and their priorities among reading personnel.

STAFF, JR. SUMMARY OF ACTIVITIES OF EUROPEAN AFFILIATES. (1975) 18 5 360

Reports on the I.R.A. activities in nine European countries and notes that adult literacy is a major concern.

STALLARD, CATHY. MAIN TOPICS IN READING: COMPARISON OF THE 1975 AND 1976 I.R.A. CONVENTIONS. (1977) 20 8 669

Classifies and compares the topics presented at the 1975 and 1976 I.R.A. conventions noting trends of increasing and decreasing emphasis.

STALLARD, CATHY. 1975 I.R.A. CONVENTION: MAIN TOPICS IN READING. (1976) 19 7 573

Tabulates the main topics reported to have been discussed at the 1975 convention and notes a diffusion of interests.

TUINMAN, JAAP, MICHAEL ROWLS, ROGER FARR. READING ACHIEVEMENT IN THE UNITED STATES: THEN AND NOW. (1976) 19 6 455

Uses extant research literature and public school and statewide reading achievement records to empirically determine if the level of reading competency has declined over the years. Reports that few longitudinal and easily accessible records exist, and these do not warrant en masse pessimism concerning a decline in literacy.

WARFEL, HARRY R. A BAG WITH HOLES. (1959) 03 1 43

Examines the reading process using the metaphor of a bag held together by the fabric of language as the vehicle to point to the holes which exist in instructional practices.

WARFEL, HARRY R. PROLEGOMENA TO READING INSTRUCTION. (1958) 01 3 35

Illustrates that there are three major gaps in the study of the reading process (language knowledge, psychology of language perception, their relatonship) by discussing language and its relationship to communication, perception and mental growth.

WARK, DAVID M., MONICA KOLB. AN EXPERIMENT IN HIGH-PRESSURE READING INSTRUCTION. (1967) 11 3 179

Presents data from an experiment in the form of correspondence between researcher and editor. While the study itself produced no significant results, the procedures are useful.

WILLIAMS, RALPH M. READING AND EVOLUTION. (1960) 04 1 3

Traces the evolution of reading from oral to silent reading with lip movements, to silent reading with sub-vocalization, to reading by phrases and larger units. Suggests phrase reading be taught in schools.

WOOLF, MAURICE D. AREAS FOR RESEARCH IN READING. (1961) 04 2 94

Touches on some of the outcomes of reading research in the past as well as recent studies and suggests areas for future research. Concludes with an outline which provides steps for researchers to follow.

YARINGTON, DAVID J., BARNES BOFFEY. EIGHT MYTHS: INGRAINED MEDIOCRACY. (1971) 15 1 9

Explodes eight myths of reading instruction in the hopes of elliciting both the right questions and some better answers.

02 REVIEWS AND BIBLIOGRAPHIES

BECKER, GEORGE J. OFF-BEAT PAPERBACKS FOR YOUR CLASSROOM. (1971) 15 2 127

Provides a list of eight inexpensive (under $1.00) paperbacks that will appeal to older disabled students.

BECKER, GEORGE J., THADDEUS M. TRELA. CASE STUDIES IN READING. (1972) 15 6 436

Annotates ten samples of diagnostic and instructional procedures in books and magazines of varying grade levels.

BERG, PAUL C., VICTOR M. RENTEL. IMPROVING STUDY SKILLS. (1966) 09 5 343

Concludes from a review of the literature that students who are motivated to improve and voluntarily enroll in a study skills course raise their grade point ratios. Students who are similarly motivated but not enrolled do not make the same gains, and format and content do not appear to be as important as motivation and interest.

BERGER, ALLEN. TEN IMPORTANT SOURCES OF INFORMATION ON SPEED READING. (1968) 11 5 359

Provides an annotated bibliography of ten sources on rate of reading which, including the writings cited in the bibliographies, covers nearly all the contributions to our knowledge about speed reading.

CHANDLER, THEODORE A. READING DISABILITY AND SOCIO-ECONOMIC STATUS. (1966) 10 1 5

Reviews research concerning socially oriented correlates of reading disability and concludes a number of significant questions must be answered before some of these correlates can be resolved (ie. Is the I.Q. test basically an achievement test?).

COLVIN, CHARLES R. WHAT IS BEING DONE IN COLLEGE READING PROGRAMS IN PENNSYLVANIA. (1961) 05 1 70

Surveys the nature and extent of college reading programs and services. Also looks at trends over time.

CRANNEY, A GARR. SELECTED STUDY-SKILL REFERENCES. (1966) 10 3 185

Provides an annotated bibliography of study-skill texts and articles most appropriate for college students and college bound high school students.

CRANNEY, A. GARR. SELECTED RESEARCH IN COLLEGE AND ADULT READING. (1964) 07 2 77

Summarizes the current literature on reading programs, habits, skills, tests and comprehension.

CUTTS, WARREN G. SPONSORED RESEARCH IN READING: PROJECTS AND PROSPECTS. (1965) 08 6 378

Discusses federally-funded grants for reading research in the areas of reading and the language arts, new educational media, reading for the disadvantaged, basic adult education, reading and desegregation and other basic research projects.

DEVINE, THOMAS G. LINGUISTIC RESEARCH AND THE TEACHING OF READING. (1966) 09 4 273

Examines linguistic research and suggests three areas of significance for high school and college teachers: to remind teachers of the primacy of spoken language; to emphasize the importance of dialect at all levels; and to clarify the relationship between language structure and meaning.

EARLY, MARGARET J. A REVIEW OF THOM HAWKINS' BENJAMIN: READING AND BEYOND. (1972) 16 2 145

Recommends that the story of two adults in a tutoring program be required reading for students of methods and psychology of reading and for remedial reading teachers.

EARP, N. WESLEY. OBSERVATIONS ON TEACHING READING IN MATHEMATICS. (1970) 13 7 529

Surveys studies dealing with reading in mathematics and recommends greater emphasis on methods of teaching reading skills in the content areas.

ELLER, WILLIAM, JUDITH GOLDMAN WOLF. DEVELOPING CRITICAL READING ABILITIES. (1966) 10 3 192

Defines critical reading as the cluster of skills involved in evaluation of the validity, accuracy, or intellectual worthwhileness of a unit of printed matter and reviews the literature in this area. Includes five suggestions for teachers who seek to develop critical reading power among students.

FLIGHT, DAVID. A REVIEW OF MODULAR PREPARATION FOR TEACHING READING. (1974) 18 2 153

Perceives the model presented for "A Professional Program for Preservice and Continuing Education" in MODULAR PREPARATION FOR TEACHING READING (IRA) as a strong adaptable framework within which a significant contribution to "training" reading teachers can be made.

FREED, BARBARA F. SECONDARY READING - STATE OF THE ART. (1973) 17 3 195

Outlines results of two 1972 surveys of state departments of Education and of selected school districts discussing (1) reading requirements (2) reading courses made available by school districts (3) classification of reading courses recommended (4) certification requirements for reading and English teachers, and (5) need for secondary reading programs.

GREEN, RICHARD T. TEN INFORMATION SOURCES ON COMPREHENSION IN READING. (1972) 16 1 55

Identifies and annotates the ten best accessible sources on cloze, critical reading and creativity, factors, language, readability, skills, theory, and thinking.

HAFNER, LAWRENCE E. CLOZE PROCEDURE. (1966) 09 6 415

Reviews the literature on cloze procedure under the headings reading comprehension, writing and readability; cognitive abilities; diagnosis in reading; and teaching.

HARKER, W. JOHN. TEACHING SECONDARY READING: REVIEW OF SOURCES. (1972) 16 2 149

Arranges current literature sources in high school reading under sixteen category headings.

HARRIS, ALBERT J. A CRITICAL REACTION TO THE NATURE OF READING DISABILTIY. (1960) 03 4 238

Provides a detailed critique of Smith and Carrigan's THE NATURE OF READING DISABILITY.

HILL, WALTER. CONTENT TEXTBOOK: HELP OR HINDRANCE? (1967) 10 6 408

Shows there is solid evidence to confirm that the content area textbook as traditionally used, is less help and possibly more hindrance to the student than commonly assumed.

JOHNSON, TERRY D. A BIBLIOGRAPHY FOR SELF-DIRECTED PRACTICE IN READING. (1970) 13 5 370

Lists 36 sources of materials relating to diagnosis, reading skills, and content areas.

JONES, DENNIS M. ON STARTING AND IMPROVING COLLEGE READING PROGRAMS. (1960) 03 4 271

Refutes J. Garlington's thesis that the material in the section of the Eighth Yearbook of the National Reading Conference which is devoted to the problems of starting a reading program would be of little or no use to the prospective designer and teacher of such a course.

KERSTIENS, GENE. SMORGASBORD: JUNIOR COLLEGE READING LIT. (1971) 15 1 32

Reveals the diversity of the literature on college reading study skills courses. Ten irreverant abstracts are provided.

KINGSTON, ALBERT J. ASSIGNING GRADES TO STUDENTS IN SPECIAL READING CLASSES. (1966) 10 1 39

Attempts to review the literature to identify criteria which should be employed in assigning meaningful grades to the reluctant reader and in reporting his progress to his parents. Concludes there is a dearth of research concerning this problem.

KINGSTON, ALBERT J. LOCATING RESEARCH IN HIGH SCHOOL AND COLLEGE READING. (1966) 09 3 205

Furnishes a set of guidelines for the teacher searching the published literature.

KINGSTON, ALBERT J. VOCABULARY DEVELOPMENT. (1965) 08 4 265

Summarizes research on vocabulary development. Concludes that instruction in vocabulary should move from the concrete toward the abstract and from the simple to the more complex. Includes eight specific instructional suggestions.

KINGSTON, ALBERT J., JAMES A. WASH. PROGRAMMED INSTRUCION. (1965) 09 2 125

Examines the research literature and concludes that programmed instruction has been shown to be an effective tool when properly used in the classroom.

KINGSTON, ALBERT J., WENDELL W. WEAVER. RECENT DEVELOPMENTS IN READABILITY APPRAISAL. (1967) 11 1 44

Summarizes traditional and current techniques for assessing readability with special emphasis on the cloze procedure.

KINGSTON, ALBERT J., WENDELL W. WEAVER. READING RESEARCH CRITICALLY. (1967) 10 5 338

Keynotes a few of the areas which cause researchers the most difficulty and to which the reader should be most alert when reading research reports. Includes criteria developed by Robinson which may serve as a useful guide to reading research.

LOKKE, VIRGIL, EDWARD SCHWARTZ. STUDIES IN DEVELOPMENTAL READING, 1947-57. (1959) 02 2 67

Annotates 22 selected articles on developmental reading which were published from 1947-1957.

MAIN, PORTER. BIBLIOGRAPHY OF STUDIES IN DEVELOPMENTAL READING, 1947-57, PART IV (1959) 03 1 68

Annotates 19 selected articles on developmental reading.

MAIN, PORTER. DEVELOPMENTAL READING: A SELECTIVE AND CRITICAL BIBLIOGRAPHY PART X. (1961) 04 4 283

Provides annotations of 6 selected articles on developmental reading which were published from 1954-1958.

MAIN, PORTER. DEVELOPMENTAL READING: A SELECTIVE AND CRITICAL BIBLIOGRAPHY PART VII. (1960) 03 4 283

Presents annotations of 10 selected articles on developmental reading which were published from 1950-1957.

MAIN, PORTER. DEVELOPMENTAL READING: A SELECTIVE AND CRITICAL BIBLIOGRAPHY PART VIII. (1960) 04 1 69

Gives annotations of 11 selected articles on developmental reading which were published from 1955-1958.

MAIN, PORTER. DEVELOPMENTAL READING: A SELECTIVE AND CRITICAL BIBLIOGRAPHY PART III. (1959) 02 4 69

Annotates 15 selected articles on developmental reading which were published from 1940-1957.

MAIN, PORTER. DEVELOPMENTAL READING: A SELECTIVE AND CRITICAL BIBLIOGRAPHY, 1947-57, PART IX. (1961) 04 3 212

Selects 13 articles on developmental reading which were published from 1956-1958 and provides an annotated bibliography.

MAIN, PORTER. DEVELOPMENTAL READING: A SELECTIVE AND CRITICAL BIBLIOGRAPHY PART VI. (1960) 03 3 213

Annotates 26 selected articles on developmental reading which were published from 1951-1957.

MAIN, PORTER. DEVELOPMENTAL READING: A SELECTIVE AND CRITICAL BIBLIOGRAPHY PART V. (1960) 03 2 143

Presents 14 annotations of selected articles on developmental reading which were published from 1955-1957.

MAIN, PORTER, EDWARD SCHWARTZ, VIRGIL LOKKE. DEVELOPMENTAL READING: A SELECTIVE AND CRITICAL BIBLIOGRAPHY PART II. (1959) 02 3 68

Annotates 20 selected articles on developmental reading which were published from 1949-1958.

MASON, MARGARET. PERSONALIZED BIBLIOGRAPHIES: A NEW MITHRIDATES. (1965) 09 2 112

Suggests "use with temperance" of classic literature in the high school curriculum.

MC DONALD, ARTHUR S. ASSESSING THE EFFECTS OF READING PROGRAMS. (1965) 08 6 417

Identifies the problems in the assessment of reading programs as the weaknesses of standardized tests, a lack of good test validity in relation to instructional objectives and weaknesses in research design.

MC DONALD, ARTHUR S. RATE AND READING FLEXIBILITY. (1965) 08 3 187

Summarizes research on rate and flexibility. Includes an extensive bibliography.

MC DONALD, ARTHUR S. READING POTENTIAL: APPRAISAL OR PREDICTION. (1964) 08 2 115

Discusses research on the measurement of intelligence and reading ability. Points out that group intelligence tests and reading achievement tests all involve reading, and therefore poor readers are doubly penalized with low estimates of intelligence and of reading achievement.

MC DONALD, ARTHUR S. USING STANDARDIZED TESTS TO DETERMINE READING PROFICIENCY. (1964) 08 1 58

Discusses research on the use of standardized reading tests and points out the differing purposes of standardized tests. Urges users to become aware of the purposes and limitations of such tests.

MC DONALD, ARTHUR S. WHAT CURRENT RESEARCH SAYS ABOUT POOR READERS IN HIGH SCHOOL AND COLLEGE. (1961) 04 3 184

Reviews research on the reading disabilities of high school and college students. Concludes that reading disability results from a combination of factors and that instruction should deal with the problems of an individual.

MERRITT, JOHN E. RECENT DEVELOPMENTS IN GREAT BRITAIN. (1974) 17 5 367

Discusses two 1972 Department of Education and Science reports concerning special reading difficulties and standards of reading in Great Britain.

MULLER, AL. TEACHING ADOLESCENTS TO READ ADULT FICTION. (1976) 20 1 28

Introduces a brief annotated bibliography of works of fiction with a discussion of the literary devices and techniques of adult fiction which present reading obstacles to adolescents.

MUSKOPF, ALLAN F., H. ALAN ROBINSON. HIGH SCHOOL READING 1965. (1966) 10 2 75

Summarizes the professional literature on junior and senior high school reading published in 1965.

ORNSTEIN, ALLAN C. 101 BOOKS FOR TEACHING THE DISADVANTAGED. (1967) 10 8 546

Lists books reflecting the role and contributions of the Negro and the Puerto Rican in American history and culture, indicating their reading level as junior high school or high school.

ROBINSON, H. ALAN, ALLAN F. MUSKOPF. HIGH SCHOOL READING - 1962. (1963) 07 1 7

Summarizes the current literature on junior and senior high school reading.

ROBINSON, H. ALAN, ALLAN F. MUSKOPF. HIGH SCHOOL READING - 1964. (1965) 09 2 75

Provides a summary of professional literature on junior and senior high school reading published in 1964.

ROBINSON, H. ALAN, ALLAN F. MUSKOPF. HIGH SCHOOL READING - 1961. (1962) 06 1 26

Summarizes the professional literature in junior and senior high school reading published in 1961.

ROBINSON, H. ALAN, ALLAN F. MUSKOPF. HIGH SCHOOL READING - 1963. (1964) 08 2 85

Summarizes the current literature on junior and senior high school reading. Reports trends toward experimentation dealing with reading in the content areas, and with reading in relation to the total curriculum.

ROBINSON, H. ALAN, DAN S. DRAMER. HIGH SCHOOL READING - 1958. (1960) 03 2 94

Provides a brief summary of the professional literature on junior and senior high school reading for 1958, under four headings: Flexible Classroom Organization, Staff Participation, Content Areas and Studies.

ROBINSON, H. ALAN, DAN S. DRAMER. HIGH SCHOOL READING - 1960. (1961) 05 1 3

Reviews the current literature on junior and senior high school reading.

ROBINSON, H. ALAN, DAN S. DRAMER. HIGH SCHOOL READING - 1959. (1960) 04 1 25

Summarizes the professional literature on high school reading which was published in 1959.

ROSEN, CARL L. MECHANICAL DEVICES FOR INCREASING SPEED OF READING. (1967) 10 8 569

Examines the literature and concludes: there is little definitive scientific data available to justify the random use of machines and devices for improving reading rate with undifferentiated groups of students, research in this area is inadequate in terms of methodology and design, when mechanical devices are used alone results are highly artificial and reading rate needs to be considered as only part of a total reading program. Concludes that while potential might exist for the use of various devices, caution must be exercised by educators.

ROSEN, CARL L. VISUAL DEFICIENCIES AND READING DISABILITY. (1965) 09 1 57

Considers the research literature regarding the role of visual sensory deficiencies in the causation of reading disability. Suggests that the classsroom teacher should fulfill four major roles in this area: detection, referral, adjustments of methods, and leadership and participation in research.

SAYLES, DANIEL G. RECENT RESEARCH IN READING: IMPLICATIONS FOR COLLEGE AND ADULT PROGRAMS. (1961) 04 4 217

Draws inferences from a review of the current reading research and discusses the implications for college and adult reading programs.

SCHULTE, EMERITA SCHROER. RESOURCES FOR ADOLESCENT LITERATURE: A SELECTED BIBLIOGRAPHY. (1975) 19 2 117

Provides for teachers of adolescent literature, a selected, annotated bibliography of twenty general references and 23 sources for book selection.

SHAFER, ROBERT E. THE PRACTICAL CRITICISM OF I.A.RICHARDS AND READING COMPREHENSION. (1970) 14 2 101

Points out the implications of Richards' work for reading comprehension.

SHAFER, ROBERT E. THE READING OF LITERATURE. (1965) 08 5 345

Reviews research on the impact of literature on the individual. General conclusions suggest that many effects are personal and vary with the individual. Problems for further research are suggested.

SMITH, DONALD E.P., PATRICIA M. CARRIGAN. ON THE NATURE OF THE HARRIS CRITIQUE OF THE NATURE OF READING DISABILITY. (1960) 03 4 249

Rebuts the critique prepared by Harris on THE NATURE OF READING DISABILITY.

STENSLAND, ANNA LEE. AMERICAN INDIAN CULTURE AND THE READING PROGRAM. (1971) 15 1 22

Augments previous lists of books for teaching the disadvantaged with selections relating to American Indian culture.

SUMMERS, EDWARD G. AN IMPORTANT RESOURCE FOR SECONDARY READING. (1966) 10 2 88

Presents an annotated bibliography with 145 entries in eleven areas, of I.R.A. conference papers relating to secondary reading from 1960 through 1965.

SUMMERS, EDWARD G. DISSERTATIONS IN COLLEGE READING: 1918 TO OCTOBER 1960. (1961) 04 4 268

Orders chronologically a comprehensive listing of the doctoral dissertations completed between 1918 and 1960.

SUMMERS, EDWARD G. DOCTORAL DISSERTATIONS IN READING IN SECONDARY SCHOOL. (1969) 12 8 647

Provides an annotated bibliography of 55 doctoral studies related to secondary reading and reported in DISSERTATION ABSTRACTS INTERNATIONAL for 1966 and 1967.

SUMMERS, EDWARD G. DOCTORAL DISSERTATION RESEARCH IN READING REPORTED FOR 1961-PART I. (1963) 06 2 87

Provides an annotated bibliography of doctoral theses in reading which were reported in DISSERTATION ABSTRACTS in 1961.

SUMMERS, EDWARD G. DOCTORAL DISSERTATIONS IN SECONDARY READING. (1970) 13 8 597

Annotates 25 dissertations written in 1968.

SUMMERS, EDWARD G. DOCTORAL DISSERTATION RESEARCH IN ELEMENTARY AND SECONDARY READING: 1958, 1959 AND 1960. (1962) 05 4 232

Organizes under topical headings the doctoral dissertations reported in DISSERTATION ABSTRACTS 1958 through 1960 which related to elementary and secondary reading.

SUMMERS, EDWARD G. DOCTORAL DISSERTATIONS IN COLLEGE AND ADULT READING INSTRUCTION. (1969) 13 1 9

Annotates 29 dissertations in post-secondary reading.

SUMMERS, EDWARD G. DOCTORAL DISSERTATION RESEARCH IN READING REPORTED FOR 1962. (1964) 07 4 223

Annotates the doctoral dissertation research in elementary, secondary, and college and adult reading.

SUMMERS, EDWARD G. DOCTORAL DISSERTATIONS IN COLLEGE AND ADULT READING. (1970) 14 1 9

Presents Part Two of Summers' annual annotated bibliography including eighteen studies completed in 1968.

SUMMERS, EDWARD G. DOCTORAL DISSERTATION RESEARCH IN READING REPORTED FOR 1961- PART II. (1963) 06 3 156

Continues the annotated bibliography of doctoral dissertation research in 1961.

SUMMERS, EDWARD G. MATERIALS FOR ADULT BASIC EDUCATION. (1967) 10 7 457

Lists Adult Basic Education materials which have been evaluated and found particularly useful.

SUMMERS, EDWARD G. RECENT RESEARCH IN COLLEGE AND ADULT READING. (1962) 06 1 5

Presents a number of current research studies in college and adult reading which deal with reading programs, teaching methods, reading habits, relationship of reading to some other variables and preparation of reading teachers.

SUMMERS, EDWARD G., BILLIE HUBRIG. DOCTORAL DISSERTATION RESEARCH IN READING REPORTED FOR 1963. (1966) 09 6 386

Continues the annotated bibliography of 65 doctoral studies in reading reported in DISSERTATION ABSTRACTS INTERNATIONAL for 1963.

SUMMERS, EDWARD G., BILLIE HUBRIG. DOCTORAL DISSERTATION RESEARCH IN READING REPORTED FOR 1963. (1966) 09 5 295

Provides an annotated bibliography of 65 doctoral studies in reading reported in DISSERTATION ABSTRACTS INTERNATIONAL for 1963.

SUMMERS, EDWARD G., JAMES LAFFEY. DOCTORAL DISSERTATION RESEARCH IN READING FOR 1964, PART III. (1967) 10 5 305

Continues the summary and annotated bibliography of 102 doctoral studies relating to reading and reported in DISSERTATION ABSTRACTS INTERNATIONAL for 1964.

SUMMERS, EDWARD G., JAMES LAFFEY. DOCTORAL DISSERTATION RESEARCH IN READING FOR 1964, PART II. (1967) 10 4 243

Continues the summary and annotated bibliography of 102 doctoral studies related to reading and reported in DISSERTATION ABSTRACTS INTERNATIONAL for 1964.

SUMMERS, EDWARD G., JAMES LAFFEY. DOCTORAL DISSERTATION RESEARCH IN READING FOR 1964, PART I. (1966) 10 3 169

Presents Part I of an annotated bibliography of 102 doctoral studies relating to reading and reported in DISSERTATION ABSTRACTS INTERNATIONAL for 1964.

SUMMERS, EDWARD G., JAMES LAFFEY. DOCTORAL DISSERTATION RESEARCH IN READING FOR 1964, PART IV. (1967) 10 6 383

Concludes the annotated bibliography of 102 doctoral studies relating to reading and reported in DISSERTATION ABSTRACTS INTERNATIONAL for 1964.

SUMMERS, EDWARD G, JAMES L. LAFFEY. DOCTORAL DISSERTATIONS IN READING IN SECONDARY SCHOOL AND COLLEGE. (1968) 11 8 605

Synthesizes the doctoral dissertations in secondary and college and adult reading. Includes an annotated bibliography.

VEAL, L. RAMON. NEW MATERIALS ON TEACHING LITERATURE: A REVIEW. (1966) 10 2 108

Notes there is little research on the teaching of literature but reviews the background influences and new materials currently being developed in this area.

WEAVER, WENDELL W. THE WORD AS THE UNIT OF LANGUAGE. (1967) 10 4 262

Reviews the literature and reveals there is an apparent contradiction in the attitude of the teacher toward the word as a unit of language, and that of the linguist, and certain psychologists who base their experiments on the logical analyses of the linguist.

WEAVER, WENDELL W., ALBERT J. KINGSTON. QUESTIONING IN CONTENT READING. (1967) 11 2 140

Emphasizes the importance of questions in guided reading of textbooks, particularly focusing on Rothkopf's studies of the positioning of questions.

WEAVER, WENDELL W., ALBERT J. KINGSTON. PSYCHOLOGICAL EXAMINATIONS OF NEWER DIMENSIONS OF LINGUISTICS AND THEIR IMPLICATIONS FOR READING. (1967) 11 3 238

Concerns itself with the implications of linguistic research and theory for the psychological study of the reading process. Recognizes that more evidence is needed to validate linguistic theory, and that, at this point, connections between reading and linguistics are tentative.

WITTY, PAUL A. RATE OF READING - A CRUCIAL ISSUE. (1969) 13 2 102

Questions current assumptions about the value of speed reading and the relationships between rate and comprehension.

ZUCK, LOUIS V., YETTA M. GOODMAN. ON DIALECTS AND READING. (1972) 15 7 500

Annotates nine articles as the "most significant" in the area of dialects.

03 CORRELATES OF READING

03.1 GENERAL

ASTOR, MARTIN H. READING TESTS OR COUNSELING INTERVIEW TO PREDICT SUCCESS IN COLLEGE. (1968) 11 5 343

Advocates the use of a good reading test rather than a counseling interview as a predictor of future college success.

BELCHER, MICHAEL J. THE EFFECT OF INCREASED READING EFFICIENCY UPON SEMESTER GRADE POINT AVERAGES. (1971) 14 6 381

Supports in part the hypothesis that improved reading scores will result in improved grade point average.

DALTON, PATRICK, DAVID GLIESSMAN, HARRIET GUTHRIE, GILBERT REES. THE EFFECT OF READING IMPROVEMENT ON ACADEMIC ACHIEVEMENT. (1966) 09 4 242

Finds completion of a reading improvement course in the first semester of freshman year enhances GPA.

DAVEY, BETH. COGNITIVE STYLES AND READING ACHIEVEMENT. (1976) 20 2 113

Describes perceptual style and conceptual tempo as dimensions of cognitive style and discusses research and practical implications for reading as they relate to the classroom and clinic.

HAFNER, LAWRENCE E., WAYNE GWALTNEY, RICHARD ROBINSON. READING IN BOOKKEEPING: PREDICTIONS AND PERFORMANCE. (1971) 14 8 537

Reports that teachers had trouble in predicting their students' abilities to read bookkeeping material and that total IQ and punctuation are good predictors of scores in cloze tests.

KING, PAUL T., WILLIAM D. DELLANDE, TERRY L. WALTER. THE PREDICTION OF CHANGE IN GRADE POINT AVERAGE FROM INITIAL READING RATES. (1969) 13 3 215

Investigates the effects of a reading improvement program on reading speed, efficiency and GPA. No other comparisons were significant.

KRIPPNER, STANLEY. CORRELATES OF READING IMPROVEMENT. (1963) 07 1 29

Investigates the relationship between intelligence, social competency, vocabulary, mental health, socio-economic status, chronological age, grade placement, on amount of reading retardation and the degree of improvement in remedial reading program. Also categorizes poor readers by the nature of their reading problems, and examines their progress.

LEWIS, FRANKLIN, D., D. BRUCE BELL, ROBERT P. ANDERSON. READING RETARDATION: A BI-RACIAL COMPARISON. (1970) 13 6 433

Investigates intelligence, socio-economic status, family situation, motor proficiency and other variables as determining factors in reading difficulties among Negro and Caucasian junior high school boys.

PAUK, WALTER. SOME FACTORS THAT INFLUENCE ACADEMIC ACHIEVEMENT. (1972) 15 6 425

Presents ratings by 600 college freshmen of fourteen items according to their relative influence on academic achievement. Includes examples of student comments.

PEHRSSON, ROBERT S.V. THE EFFECTS OF TEACHER INTERFERENCE DURING THE PROCESS OF READING OR HOW MUCH OF A HELPER IS MR. GELPER? (1974) 17 8 617

Examines the benefit of teacher correction of error and comprehension during oral reading using data on 25 fifth grade "average readers" and concludes that the students read better when they are requested to read for meaning and are not interrupted.

PETERSON, SONYA, PETER A. MAGARA. READING AND FIELD DEPENDENCE: A PILOT STUDY. (1969) 12 4 287

Examines the relationship of field dependence and reading achievement using a special test constructed to investigate the effect of embeddedness on a reading related task. Analyzes data for twenty high school students.

SCOTT, GARY K. SOME CORRELATES OF STUDENT ATTENDANCE RATIOS. (1965) 08 6 431

Found that low attendance in a college reading improvement class correlated with low MSAT percentiles.

WILSON, RICHARD C., POLLY GODWIN EINBECKER. DOES READING ABILITY PREDICT COLLEGE PERFORMANCE? (1974) 18 3 234

Finds a positive and significant relationship between reading ability and academic performance using a sample of 898 students at four junior colleges.

03.2 INTELLECTUAL FACTORS

BERG, PAUL C., VICTOR M. RENTEL. GUIDES TO CREATIVITY IN READING. (1967) 10 4 219

Considers the relationship of creativity to such variables as intelligence, personality and other aptitudes as a background to its possible relationship to reading.

MC CORD, HALLACK. A PRELIMINARY NOTE ON CHANGING INTELLECTUAL FUNCTIONING IN ADULTS. (1960) 04 1 59

Reports the results of a pilot investigation to determine whether or not the level or type of an adult's intellectual functioning might be modified. From a sample of eighteen, fifteen adults gained in intellectual efficiency. However it is emphasized that this study should serve only as a basis for further research and thus no sweeping conclusions are made.

MC CORD, HALLACK. INCREASE IN MEASURED I.Q. (1962) 05 3 214

Investigates the rise in intelligence scores after completion of an adult course in rapid reading.

MC DONALD, ARTHUR S. READING POTENTIAL: APPRAISAL OR PREDICTION. (1964) 08 2 115

Discusses research on the measurement of intelligence and reading ability. Points out that group intelligence tests and reading achievement tests all involve reading, and therefore poor readers are doubly penalized with low estimates of intelligence and of reading achievement.

RAMSEY, WALLACE. AN ANALYSIS OF VARIABLES PREDICTIVE OF READING GROWTH. (1960) 03 3 158

Reports on a year-long study undertaken in an attempt to determine which of several variables were predictive of success in improving various important reading abilities. The factors examined were vocabulary, speed, comprehension, word attack and intelligence.

ROBECK, MILDRED C. INTELLECTUAL STRENGTHS AND WEAKNESSES SHOWN BY READING CLINIC SUBJECTS ON THE WISC. (1964) 07 2 120

Examines the WISC profiles of reading clinic subjects to determine the extent and nature of subtest deviations.

ROSS, ELI T. CAN POTENTIALLY POOR READERS BE DETECTED DURING PRE-SCHOOL YEARS? (1963) 06 4 270

Discusses Delecato's theories of brain injury and neurological underdevelopment in relation to reading problems, and suggests that the position in which a baby or young child sleeps may be an early predictor of these problems.

SCHNEYER, J. WESLEY. THE RELATIONSHIP OF SCHOLASTIC APTITUDE FACTORS TO PROGRESS IN A COLLEGE READING COURSE. (1964) 07 4 261

Reports on an experimental investigation of the relationship of scholastic aptitude as measured by the Scholastic Aptitude Test and progress in a reading course. Concludes that students who made the most progress in the reading course (High Improvement Group) had significantly lower SAT-V scores than students in the Average and Low Improvement Groups.

SIMMONS, GEORGE A., BERNARD J. SHAPIRO. READING EXPECTANCY FORMULAS: A WARNING NOTE. (1968) 11 8 625

Cautions that although readability formulas can be valuable, they can also be misleading and dangerous if used as more than a rough indicator.

TOUSSAINT, ISABELLA H. HOW IS READING PREDICTED? (1962) 05 3 204

Discusses the use of intelligence and listening comprehension data as predictors of reading potential.

VINEYARD, EDWIN E., ROBERT B. BAILEY. INTERRELATIONSHIPS OF READING ABILITY, LISTENING SKILL, INTELLIGENCE, AND SCHOLASTIC ACHIEVEMENT. (1960) 03 3 174

Examines correlations, first order partial correlations and second order partial correlations between measures of reading ability, listening skill, intelligence, and scholastic achievement.

03.3 EMOTIONAL/PERSONALITY FACTORS

ABRAMS, JULES C., WENDY O. SMOLEN. ON STRESS, FAILURE AND READING DISABILITY. (1973) 16 6 462

Suggests that initial reading failure can lead to emotional stress with its frustration, reduced attention, anxiety and a sense of helplessness. The child develops an aversion to reading that persists long after primary causes of initial reading failure (developmental lag, emotional problems) have been removed or have ameliorated.

ALPERT, HARVEY. THE RELATIONSHIP OF EMPATHY AND PROJECTION TO READING IN LITERARY AND NON-LITERARY MATERIALS. (1958) 01 3 22

Examines the intercorrelation among six variables: projection, empathy, reading comprehension in literary materials, reading comprehension in non-literary materials, intelligence and adjustment.

FARRELL, EDWIN. LET'S SUPPOSE PERSONALITY INTERACTS WITH READING INSTRUCTION METHODS. (1976) 20 2 104

Hypothesizes that the success of a particular method of teaching reading depends on the personality type of the student and gives specific examples of matching reading methods to Jungian personality types.

MAXWELL, MARTHA J. THE ROLE OF ATTITUDES AND EMOTIONS IN CHANGING READING AND STUDY SKILLS BEHAVIOR OF COLLEGE STUDENTS. (1971) 14 6 359

Suggests that the college reading specialist needs to understand the dynamics of personality motivation and interpersonal relationships if he is to be effective.

NEAL, CAROLYN M. SEX DIFFERENCES IN PERSONALITY AND READING ABILITY. (1968) 11 8 609

Discusses the relationship of sex, personality characteristics and reading ability and concludes that, as they relate to reading performance, the two sexes have personality differences.

RAYGOR, ALTON L., DAVID M. WARK. PERSONALITY PATTERNS OF POOR READERS COMPARED WITH COLLEGE FRESHMEN. (1964) 08 1 40

Compares the personality profiles of students in a voluntary reading improvement center and college freshmen. Found that male reading center volunteers were less well adjusted, particularly socially, than male freshmen; female reading center volunteers were better adjusted than female freshmen.

TILLMAN, CHESTER E. PERSONALITY TYPES AND READING GAIN FOR UPWARD BOUND STUDENTS. (1976) 19 4 302

Examines the relationship between four basic personality dimensions and the amount of gain students achieved in an individualized, counseling-oriented reading program.

03.4 AUDITORY/VISUAL/PSYCHOMOTOR FACTORS

ANAPOLLE, LOUIS. VISUAL TRAINING AND READING PERFORMANCE. (1967) 10 6 372

Demonstrates the fundamentals of visual training routines which may enhance reading performance.

BERNETTA, SISTER M. VISUAL READINESS AND DEVELOPMENTAL VISUAL PERCEPTION FOR READING. (1962) 05 2 82

Argues the importance of visual training in the development of reading potential, school achievement, personality, posture and adjustment to life.

CABRINI, SISTER M. AUDITORY MEMORY SPAN AND FUNCTIONAL ARTICULATORY DISORDERS IN RELATION TO READING IN GRADE TWO. (1963) 07 1 24

Concludes that brevity of auditory-memory span is not definitely related to functional articulatory disorders, but may be a factor in reading disability, and that reading ability is not necessarily dependent on speech ability.

COHEN, S. ALAN. APPLYING A DYNAMIC THEORY OF VISION TO TEACHING READING. (1962) 06 1 15

Defines the dynamic theory of vision as seeing vision as a total psychological process and applies it to beginning reading.

FORREST, ELLIOTT B. VISION AND SCHOOL ACHIEVEMENT. (1964) 07 4 316

Defines vision as a complex process and asks eight thought-provoking questions to illustrate that school performance has not always correlated with the so-called "eye-defects".

HARRIS, ALBERT J. VISUAL SENSATION AND PERCEPTION OF DISABLED READERS. (1961) 04 4 246

Reviews recent evidence regarding the significance of visual sensation and visual perception for reading disabled students.

HOUSE, RALPH W. THE IDEA OF VISUAL POWER. (1962) 05 4 279

Discusses the importance of visual power, or visual accommodation, in reading ability and success in reading-related activities.

LOVE, HAROLD D. AUDITORY DISCRIMINATION, SPELLING AND READING WITH BILINGUAL AND MONOLINGUAL CHILDREN. (1963) 06 3 212

Reports that after seven weeks training with thirty-five drill sheets designed to train students in auditory discrimination, the bilingual experimental group had made greater gains than the monolingual control group. There was no difference in spelling and reading abilities at the end of the study.

MARZANO, ROBERT, DONNA BARBAR, NAN BREEN, COLLEEN LARSON, SHERYL LARSON, PATRICIA TILTON. SOUND DISCRIMINATION AND READING COMPREHENSION IN MIDDLE SCHOOL STUDENTS. (1976) 20 1 34

Presents the results of a study examining 1) the nature and strength of the relationship between auditory discrimination and reading comprehension in older children; and 2) the types of auditory discrimination errors made most commonly by poor readers.

MAYNE, DOROTHY. THE INTELLIGENT RETARDED READER. (1963) 07 1 62

Discusses problems in near-point vision as a cause of reading retardation and describes an experiment in which students were given corrective glasses. Results included improved behavior, improved school work and higher scores on reading tests.

MC CONVILLE, CAROLYN B. HANDEDNESS AND PSYCHOMOTOR SKILLS. (1960) 04 1 47

Compares right-handed, left-handed, ambidextrous and functionally mixed dominant college sophomores in relation to intelligence, reading rate, comprehension and reaction time.

ROSEN, CARL L. VISUAL DEFICIENCIES AND READING DISABILITY. (1965) 09 1 57

Considers the research literature regarding the role of visual sensory deficiencies in the causation of reading disability. Suggests that the classsroom teacher should fulfill four major roles in this area: detection, referral, adjustments of methods, and leadership and participation in research.

SCHMIDT, BERNARD. CHANGING PATTERNS OF EYE MOVEMENT. (1966) 09 6 379

Examines results of research which used an electro-oculograph to measure changes in the efficiency in eye-movement patterns of 190 randomly selected college reading class students.

SPACHE, GEORGE D., CHESTER E. TILLMAN. A COMPARISON OF THE VISUAL PROFILES OF RETARDED AND NON-RETARDED READERS. (1962) 05 2 101

Compares visual scores of retarded and non-retarded readers using the Bausch and Lamb Ortho-Rater, the Spache Binocular Reading Test and the Wirt Sterotest. Concludes that fusion difficulties are strongly related to reading difficulty.

TAYLOR, EARL A. GROUPING PUPILS AND ADULTS IN TERMS OF SIGHT VOCABULARY AND THE FUNDAMENTAL READING SKILL. (1962) 05 3 154

Suggests using the data from eye-movement photography and sight vocabulary tests to place children (or adults) into homogenous groups.

TAYLOR, EARL A. THE FUNDAMENTAL READING SKILL. (1958) 01 4 21

Characterizes the acquired behavior pattern of the eyes which accompanies visual perception in reading as the fundamental reading skill and offers suggestions for training readers to improve this skill.

TAYLOR, STANFORD E. SENSATION AND PERCEPTION: THE COMPLEXITY OF WORD PERCEPTION. (1963) 06 3 187

Analyzes the processes involved in word recognition and identification and suggests implications for instruction and research.

WARFEL. HARRY R. PROLEGOMENA TO READING INSTRUCTION. (1958) 01 3 35

Illustrates that there are three major gaps in the study of the reading process (language knowledge, psychology of language perception, their relationship) by discussing language and its relationship to communication, perception and mental growth.

03.5 LINGUISTICS/PSYCHOLINGUISTICS

CLEARY, DONNA MC KEE. READING WITHOUT VOWELS: SOME IMPLICATIONS. (1976) 20 1 52

Discusses a study designed to aid high school students in drawing conclusions about their own reading strategies, including the use of context. Psycholinguistic theories of reading and the work of K.S.Goodman and F. Smith form the core of the experiment and its interpretation.

COOPER, CHARLES R., ANTHONY R. PETROSKY.
A PSYCHOLINGUISTIC VIEW OF THE FLUENT READING PROCESS. (1976) 20 3 184

Categorizes reading strategies of fluent readers on the basis of psycholinguistic research and suggests instructional approaches which build upon these natural learning strategies.

DEVINE, THOMAS G. LINGUISTIC RESEARCH AND THE TEACHING OF READING. (1966) 09 4 273

Examines linguistic research and suggests three areas of significance for high school and college teachers: to remind teachers of the primacy of spoken language; to emphasize the importance of dialect at all levels; and to clarify the relationship between language structure and meaning.

GOODMAN, KENNETH S. DECODING - FROM CODE TO WHAT? (1971) 14 7 455

Reexamines the concept of decoding with concern for meaning.

KNAPP, MARGARET O. BLACK DIALECT AND READING: WHAT TEACHERS NEED TO KNOW. (1975) 19 3 231

Outlines an innovative course on language patterns, dialects and reading implemented at Kean College, New Jersey to help teachers understand more about the language of culturally different students. Urges adoption of both pre and inservice courses of this type.

LEFEVRE, CARL A. READING INSTRUCTION RELATED TO PRIMARY LANGUAGE LEARNINGS: A LINGUISTIC VIEW. (1961) 04 3 147

Summarizes research on the reading process and principle methods of teaching reading. Indicates principles of descriptive linguistics which might apply to reading methodology.

MAVROGENES, NANCY. USING PSYCHOLINGUISTIC KNOWLEDGE TO IMPROVE SECONDARY READING. (1975) 18 4 280

Suggests ways to increase students' awareness and use of the cue systems identified in a psycholinguistic view of the reading process.

WEAVER, WENDELL W. THE WORD AS THE UNIT OF LANGUAGE. (1967) 10 4 262

Reviews the literature and reveals there is an apparent contradiction in the attitude of the teacher toward the word as a unit of language, and that of the linguist, and certain psychologists who base their experiments on the logical analyses of the linguist.

WEAVER, WENDELL W., ALBERT J. KINGSTON. PSYCHOLOGICAL EXAMINATIONS OF NEWER DIMENSIONS OF LINGUISTICS AND THEIR IMPLICATIONS FOR READING. (1967) 11 3 238

Concerns itself with the implications of linguistic research and theory for the psychological study of the reading process. Recognizes that more evidence is needed to validate linguistic theory, and that, at this point, connections between reading and linguistics are tentative.

WHEAT, THOMAS E., ROSE M. EDMOND. THE CONCEPT OF COMPREHENSION: AN ANALYSIS. (1975) 18 7 523

Views reading as a language process and explores comprehension from a psycholinguistic perspective.

WILLIAMS, RALPH M. LINGUISTICS AND READING. (1965) 08 5 355

Suggests that since each field has much to offer the other, communication between linguistics and reading should increase, and researchers in each discipline should learn the language of the other.

ZUCK, LOUIS V., YETTA M. GOODMAN. ON DIALECTS AND READING. (1972) 15 7 500

Annotates nine articles as the "most significant" in the area of dialects.

03.6 RACIAL/CULTURAL FACTORS

BOGART, CARLOTTA, ANNELLE S. HOUK. WHAT IS THE NEXT STEP? (1971) 14 8 531

Suggests specific and general solutions to the problem of non-reading junior high school students.

EDWARDS, THOMAS J. CULTURAL DEPRIVATION: OUR AMERICAN LEGACY. (1967) 11 1 10

Questions whether cultural deprivation is a basic problem or is symptomatic of a more fundamental issue. Advocates the utilization of resources in two areas: pedagogical problems, and attitudinal/sociological conditions throughout the United States.

GARCIA, RICARDO L. MEXICAN AMERICAN BILINGUALISM AND ENGLISH LANGUAGE DEVELOPMENT. (1974) 17 6 467

Reviews the research literature on bilingualism and suggests that Chicano bilingualism, per se, is not necessarily detrimental to English language development which is more likely to be retarded by cultural or motivational factors.

HALL, JOSEPH C. ROLE AND RESPONSIBILITY OF THE BLACK READING SPECIALIST. (1972) 16 3 207

Attempts to ascribe a unique role to the Black reading specialist including involvement in professional associations, research, recruiting and training more Black specialists, working with the community and serving as consultants.

JOHNSON, KENNETH R. BLACK DIALECT SHIFT IN ORAL READING. (1975) 18 7 535

Analyzes the grammar of Black dialect to assist teachers in more accurately determining children's reading proficiency and comprehension.

JUSTIN, NEAL. MEXICAN-AMERICAN READING HABITS AND THEIR CULTURAL BASIS. (1973) 16 6 467

Discovers substantial differences in feelings of personal control, time orientation and concern with delayed gratification between Mexican Americans and Anglos. This may provide insights into new ways to develop effective programs for Mexican Americans.

MARTIN, RUBY W. CURRENT ISSUES - THE PUBLIC COLLEGE. (1972) 16 3 215

Examines the current issues in Black Colleges and recommends that new curricula draw on the individual and cultural strengths of Blacks.

MARTIN, RUBY W. REALITIES AND FALLACIES OF TEACHING READING TO BLACK HIGH SCHOOL STUDENTS. (1975) 18 6 445

Examines the role of school-related factors in creating reading problems and offers suggestions to bring teaching more in consonance with the learning styles of Black high school students.

PHILION, WILLIAM L. E., CHARLES G. GALLOWAY. INDIAN CHILDREN AND THE READING PROGRAM. (1969) 12 7 553

Reports observations and diagnostic test item analysis data in an attempt to identify specific difficulties in the language development of elementary grade Indian children in a Vancouver Island logging and farming community.

POWELL, SAMUEL. LAYIN' DOWN A RAP. (1973) 17 3 184

Takes issue with current language theories including that of Bernstein who stated that the elaborated code is only for the middle class while lower classes use the restricted code.

RIST, RAY C. BLACK STUDIES AND PARAPROFESSIONALS - A PRESCRIPTION FOR AILING READING PROGRAMS IN URBAN BLACK SCHOOLS. (1971) 14 8 525

Provides data to suggest that both the deprivation and expectation theories provide important insights that can be transmitted into practice within urban black classrooms.

RYSTROM, RICHARD. CAVEAT QUI CREDIT (LET THE BELIEVER BEWARE). (1972) 16 3 236

Discusses the myth of "standard" English and how it differs from Black dialect.

RYSTROM, RICHARD, HOWARD COWART. BLACK READING "ERRORS" OR WHITE TEACHER BIASES? (1972) 15 4 273

Proposes that teachers should learn to listen to and understand the dialects of their students and reports results of a study which indicates that the race of testers affected the scores of grade two students who completed a Basic Sight Word Test. Black students evaluated by white teachers read fewer words correctly than any other group.

STRANG, RUTH. TEACHING READING TO THE CULTURALLY DISADVANTAGED. (1967) 10 8 527

Presents a list of theoretically sound procedures which have been used successfully with disadvantaged groups or individuals.

03.7 SOCIO-ECONOMIC FACTORS

ABRAMS, JULES C., MARSHALL GORDON. TEACHING THE DELINQUENT CHILD IN A RESIDENTIAL SITUATION. (1969) 12 6 471

Describes establishment of a comprehensive reading program using a pragmatic approach at a Philidelphia residential center for delinquents.

BACHNER, SAUL. TEACHING READING AND LITERATURE TO THE DISADVANTAGED PART V -- PRACTICE: MATERIALS. (1975) 18 4 292

Reviews the MacMillan GATEWAY ENGLISH series, Holt's IMPACT SERIES, and Follett's SUCCESS IN LANGUAGE.

BACHNER, SAUL. TEACHING READING AND LITERATURE TO THE DISADVANTAGED PART 11 - THEORY:THE CURRICULUM. (1974) 18 1 50

Discusses dissatisfactions with traditional literature curricula and identifies three approaches to reform in teaching literature to the disadvantaged.

BACHNER, SAUL. TEACHING READING AND LITERATURE TO THE DISADVANTAGED PART 1 - A DEFINITION. (1974) 17 7 512

Clarifies identification of students to which the term "disadvantaged" will be applied in this series of articles.

BACHNER, SAUL. TEACHING READING AND LITERATURE TO THE DISADVANTAGED PART 1V -- METHODS. (1974) 18 3 238

Reviews methods and materials successful in teaching disadvantaged students.

BACHNER, SAUL. TEACHING READING AND LITERATURE TO THE DISADVANTAGED PART V11 - SPECIFIC PRACTICES: AN ASSIGNMENT. (1975) 18 6 481

Articulates exhaustive plans for teaching the short story, "The Prison" by Bernard Malamud, which was selected for its interest to eleventh grade students.

BACHNER, SAUL. TEACHING READING AND LITERATURE TO THE DISADVANTAGED PART 111 - PRACTICE: THE TEACHER. (1974) 18 2 136

Synthesizes literature calling for strengths, sensitivity and literary qualities in teachers of the disadvantaged.

BACHNER, SAUL. TEACHING READING AND LITERATURE TO THE DISADVANTAGED PART V1: ONE TEACHER'S EXPERIENCE. (1975) 18 5 363

Emphasizes the importance of the teacher's use of materials and relationship with the students.

CHANDLER, THEODORE A. READING DISABILITY AND SOCIO-ECONOMIC STATUS. (1966) 10 1 5

Reviews research concerning socially oriented correlates of reading disability and concludes a number of significant questions must be answered before some of these correlates can be resolved (ie. Is the I.Q. test basically an achievement test?).

HALL, NASON E., GORDON P. WALDO. REMEDIAL READING FOR THE DISADVANTAGED. (1967) 11 2 81

Examines the effectiveness of a remedial reading program for delinquency-prone seventh-grade boys. Advocates the program on the basis of improved reading achievement of the participants, as well as on the economic advantages (ie. specialists not required).

HILL, CHARLES H. READING ON THE RESERVATION. (1968) 12 2 125

Provides a brief description of a Title I funded program on the Yakima Indian Reservation listing some of the reading problems encountered and important questions raised.

KIMBALL, RAYMOND L., RONALD G. LAVISON. READING IMPROVEMENT FOR DISADVANTAGED AMERICAN INDIAN YOUTH. (1972) 15 5 342

Describes a program based on student needs which resulted in improved reading achievement and greater motivation and commitment.

KLING, MARTIN. SUMMER HEAD START FOR DISADVANTAGED COLLEGE FRESHMAN. (1972) 15 7 507

Offers evidence that it is possible to develop a viable and successful reading and study skills program for socially disadvantaged incoming freshmen.

MULLIGAN, JOSEPH P. USING LANGUAGE EXPERIENCE WITH POTENTIAL SCHOOL DROPOUTS. (1974) 18 3 206

Outlines the organization of a Language Experience Approach reading program with potential high school dropouts, which provides teachers and students with a realistic motivational basis for skills acquisition.

POWER, MARIAN E. "NEW STUDENTS" MEAN CHANGE FOR COLLEGES. (1976) 20 3 237

Raises a series of questions regarding the role of the colleges vis-a-vis the new student body classified as "disadvantaged".

RAUCH, SIDNEY J. TEN GUIDELINES FOR TEACHING THE DISADVANTAGED. (1967) 10 8 536

Develops guidelines and suggests materials for helping teachers overcome reading problems of the culturally disadvantaged.

SKINNER, VINCENT P. WHY MANY APPALACHIAN CHILDREN ARE "PROBLEM READERS" - WE CREATE THE PROBLEMS. (1967) 11 2 130

States that Appalachian children are disadvantaged because of a lack of familiarity with Standard American English as an oral language system and because of geographical isolation, parental education, and limited exposure to the mass media. Advocates a pre-school oral language program as part of the solution.

STAUFFER, RUSSELL G., RONALD L. CRAMER. AN EXPLORATION IN PREVOCATIONAL TRAINING FOR THE DISADVANTAGED. (1968) 12 2 115

Describes a pilot program in training vocational teachers to meet the needs of the disadvantaged, underachieving junior high school student.

UMANS, SHELLEY. PROJECTS TO CREATE CREATIVITY IN EDUCATION. (1967) 10 8 542

Describes various programs designed for the culturally disadvantaged adolescent.

04 READING PROGRAMS

04.1 GENERAL

AARON, ROBERT L., LOUIS T. CALL, SALLY MUENCH. A LANGUAGE ARTS PROGRAM FOR DISTURBED ADOLESCENTS. (1975) 19 3 208

Assesses an experimental, computer managed, individualized curriculum designed for 125 institutionalized adolescents with 300 similar males receiving a traditional basal reader program serving as controls. Found significant differences in reading and mathematics gain scores in favor of the experimental group.

BOWREN, FAY F. THE STATUS OF READING SERVICES IN NEW MEXICO SCHOOLS. (1970) 13 7 513

Compares existing reading programs with criteria for a theoretically sound reading program and concludes that availability of trained personnel and the commitment of the administration are essential to program improvement.

BOYLE, SUSAN. TRENDS IN FLORIDA HIGH SCHOOL READING PROGRAMS. (1971) 14 5 299

Records results from a 21 item questionnaire and finds availability of funds as the controlling factor.

CHRONISTER, G. M., K.M. AHRENDT. READING INSTRUCTION IN BRITISH COLUMBIA'S SECONDARY SCHOOLS. (1968) 11 6 425

Provides results of a questionnaire survey on the kind and number of reading programs in British Columbia. Lack of qualified teachers is a major concern and developmental reading courses and college-preparatory courses are needed.

COLVIN, CHARLES R. WHAT IS BEING DONE IN COLLEGE READING PROGRAMS IN PENNSYLVANIA. (1961) 05 1 70

Surveys the nature and extent of college reading programs and services. Also looks at trends over time.

CRISCUOLO, NICHOLAS P. QUALITY READING PROGRAMS AT BARGAIN BASEMENT PRICES. (1974) 18 2 127

Describes eight effective reading programs developed, with limited funds, in the New Haven public school system.

CRISCUOLO, NICHOLAS P. AN INTERDISCIPLINARY APPROACH TO READING. (1976) 19 6 488

Describes six interdisciplinary reading programs developed by secondary content area teachers under Connecticuts' Title II Right to Read program.

ELKINS, DORIS M. A BUILT-IN OPPORTUNITY. (1958) 01 3 69

Points out how an Open House can be a fine opportunity for conveying the benefits of developmental reading through use of the reading laboratory.

EVANS, HOWARD M., EUGENE E. DUBOIS. COMMUNITY/JUNIOR COLLEGE REMEDIAL PROGRAMS - REFLECTIONS. (1972) 16 1 38

Criticizes programs for weak diagnostic methods, inaccurate descriptions of students and the lack of rigorous evaluation for such programs.

FARR, ROGER, JAMES LAFFEY, REXEL BROWN. SECONDARY READING PROGRAMS IN INDIANA: STATUS AND NEEDS. (1970) 13 4 269

Surveys 93% of schools in Indiana regarding the background and training of reading teachers, nature and organization of reading programs, obstacles to reading development, and the impact of federally funded programs.

FIELDS, IRWIN H. THE CENTINELA VALLEY PLAN: A MANDATORY READING AND STUDY SKILLS PROGRAM FOR NINTH GRADE STUDENTS. (1961) 04 4 254

Describes the development of a district-wide program incorporated as a six-week unit in the English curriculum. Reports that success of the program was evidenced by pupil acceptance and parent and teacher approval.

GEERLOFS, MARJORIE WHITE, MARTIN KLING. CURRENT PRACTICES IN COLLEGE AND ADULT DEVELOPMENTAL READING PROGRAMS. (1968) 11 7 517

Attempts to determine the relationship between objectives and practices in college and adult developmental reading programs by a questionnaire survey. Results reveal that books are used more than machines, instruction is individualized, multiple materials are available, and programs are diverse. However, a gap exists between theory and practice in teaching reading.

GOLUB, LESTER S. A COMPUTER ASSISTED LITERACY DEVELOPMENT PROGRAM. (1974) 17 4 279

Describes a computer assisted "Career Oriented Literacy Development Program," and presents a student flowchart.

GOMON, AUDREY, BONNIE ARCHBOLD, CHRISTINA BRYNSKI, ZINA KANGELARIS, DAVID LICKFELDT. ENGINEERING STUDENT ACHIEVEMENT IN LANGUAGE ARTS. (1971) 15 3 209

Describes a Language Learning Laboratory program which fosters growth in language arts skills and provides a model of individualized continuous progress instruction.

GRAHAM, HAROLD V. PRESENT PRACTICES IN READING PROGRAMS IN SECONDARY SCHOOLS IN CALIFORNIA. (1969) 12 7 563

Reports questionnaire data concerning the status and characteristics of secondary school reading programs, noting increased awareness of the need for reading instruction but a preponderance of remedial rather than developmental programming.

HARKER, W. JOHN. INSTRUCTIONAL SYSTEM FOR READING: PROGRAM MODEL. (1973) 16 4 301

Presents a generalized model which clearly delineates the components of a reading program. Suggests the ISR provides a general blueprint for the planning of future programs and serves as an evaluation instrument for existing programs.

JEFFERS, PEARL B. GUIDELINES FOR JUNIOR HIGH READING PROGRAMS. (1972) 15 4 264

Provides a selection of guidelines which enumerate sound principles involved in developing successful junior high reading programs.

KARLIN, ROBERT. PROGRAMS FOR DISABLED READERS. (1963) 06 4 230

Puts forward some principles of remedial reading instruction and discusses them with reference to remedial reading programs.

KLINE, LLOYD W. FIVE SITES IN SEARCH OF THE WORD. (1974) 17 5 376

Deals with observations of two teacher training sites: (1) Agnes Russell School at Teacher's College, Columbia University, and (2) the Exemplary Center for Reading Instruction in Salt Lake City.

KLINE, LLOYD W. FIVE SITES IN SEARCH OF THE WORD. (1974) 17 4 288

Presents an on-site description of an eclectic reading program at the Elizabeth Jenkins Elementary School and the Educational Development Center at Millersville State College, Pennsylvania.

KLINE, LLOYD W. FIVE SITES IN SEARCH OF THE WORD. (1974) 17 6 444

Summarizes on site observations at (1) Lakewood High School, Ohio, and (2) the Reading Laboratory, University of Iowa.

LEGERE, C. L. JOHN, WILLIAM R. TRACEY. READING IMPROVEMENT IN AN ARMY SERVICE SCHOOL. (1960) 04 1 41

Describes a twenty-hour, machine-oriented reading improvement course which emphasized individual needs and resulted in improved speed and comprehension.

LEHNER, ANDREAS P. LETTING READING MAKE MORE SENSE (1968) 12 1 5

Delineates the principles upon which the Meadowbrook Junior High School reading program is based.

MADEIRA, SHELDON. PENNSYLVANIA'S MANDATED READING PROGRAM. (1962) 05 4 221

Describes the rationale for, and implementation of, a mandatory state-wide reading program for grades seven and eight.

MANGIERI, JOHN N., JOHN E. READENCE. A MOBILE READING LAB FOR RURAL SCHOOLS. (1977) 20 5 399

Describes the services provided to rural schools through use of a converted motor home equipped as a reading lab and staffed by graduate students.

MARTIN, WILLIAM R. A NEW LOOK AT SECONDARY SCHOOL READING PROGRAMS IN THE UPPER MIDWEST. (1969) 12 6 467

Presents results of a follow-up investigation of reading programs in selected Upper Midwest secondary schools five years after initial analysis and evaluation. General improvement is noted.

MC CRACKEN, ROBERT A. INITIATING SUSTAINED SILENT READING. (1971) 14 8 521

Views SSR as the drill of silent reading and gives rules for initiating the program.

MC DONALD, THOMAS F. AN ALL SCHOOL SECONDARY READING PROGRAM. (1971) 14 8 553

Supports the belief that an effective reading program requires total faculty commitment.

PETRE, RICHARD M. ON THE JOB READING FOR TEACHERS. (1977) 20 4 310

Enumerates the outcomes and specific benefits accruing from the institution of a daily reading break during which all other activities stop and teachers as well as students and administrators devote their time to silent reading.

PETRE, RICHARD M. READING BREAKS MAKE IT IN MARYLAND. (1971) 15 3 191

Describes the methods and benefits of a daily school-wide thirty-five minute sustained reading break.

PUGH, R. THERESA, AILEEN W. TOBIN. SURVEY OF SPECIALIZED READING PROGRAMS IN DELAWARE. (1976) 20 2 132

Reports the results of a survey to determine both the number of students experiencing reading difficulties and the number and nature of specialized reading programs in the public school system in Delaware.

ROTH, ROBERT M. A THEORY OF VOLUNTARY REMEDIAL READING PROGRAMS. (1961) 04 2 87

Proposes a voluntary reading program based on the relationship of self-concept and achievement.

RUSHMORE, MARY LEE, JOHN C. SCOPE. UPWARD BOUND AT HOFSTRA UNIVERSITY CHANGES "NO, I CAN'T" TO "YES, I CAN". (1969) 13 2 119

Suggests that the Hofstra program brought about a change in attitudes and reading habits of Upward Bound students.

SCHOTTENFELD, LORRAINE, FLORENCE MAGGIE LANG. READING RESOURCE CENTER: PROGRAMS AND PERSONNEL IN MODULAR SCHEDULING. (1973) 17 2 104

Describes the Reading Resource Center in a New York high school which utilizes modular scheduling and provides a fourfold, non-graded program.

STAUFFER, RUSSELL G., RONALD L. CRAMER. AN EXPLORATION IN PREVOCATIONAL TRAINING FOR THE DISADVANTAGED. (1968) 12 2 115

Describes a pilot program in training vocational teachers to meet the needs of the disadvantaged, underachieving junior high school student.

TOOPS, MYRTLE D. READING IN THE JUNIOR HIGH SCHOOL. (1958) 01 4 67

Suggests that reading improvement must begin with knowledge of the individual student, his interests, abilities and background.

TREMONTI, JOSEPH B. RESPONSIBILITIES OF THE SECONDARY SCHOOL TEACHER IN THE READING PROGRAM. (1964) 07 4 290

Synthesizes recent literature on the role of content teachers in the reading program and emphasizes the nature of the adolescent learners' reading needs, goals for reading instruction, recognition of individual students' reading difficulties, and techniques which could lead to the solution of reading problems.

04.2 ORGANIZATION/ADMINISTRATION

ADAMS, ANNE H., R. BAIRD SHUMAN. SINNING TO BUILD AN ATMOSPHERE FOR SECONDARY SCHOOL READING. (1972) 16 1 20

Explodes the common misconceptions teachers hold of poor readers and recommends by-passing restrictive regulations in order to develop pleasant surroundings in which students can learn to read.

AXELROD, JEROME. OPEN DOOR OR CLOSED ADMISSION. (1972) 15 8 593

Investigates the non-reading qualifications for entry to a reading center and suggests careful scrutiny of motives and goals before setting up policies.

BARBE, WALTER B. A READING PROGRAM THAT DID NOT WORK. (1957) 01 1 17

Contends that a poorly-planned reading program may result in negative attitudes toward reading programs generally and suggests remedies.

BURNS, PAUL C. WHAT IS ESSENTIAL TO A GOOD READING PROGRAM? (1962) 05 2 141

Lists twelve essential ingredients of a successful reading program and discusses the need for more research in the methodology of the teaching of reading.

COHEN, SAVIN. A RECOMMENDED READING IMPROVEMENT PROGRAM FOR A COMMUNITY COLLEGE. (1966) 09 3 163

Presents ten guiding principles for implementing a community college reading program and gives seven suggestions for the teaching of reading.

ELMORE, MARY CHARLES, JOEL B. WEST. A READING PROGRAM BEGINS. (1969) 12 5 383

Outlines development of secondary school reading programs in the District Five Schools of Spartanburg County. Includes guidelines for administrators.

GANZ, PAUL, MARY B. THEOFIELD. SUGGESTIONS FOR STARTING SSR. (1974) 17 8 614

Lists eight suggestions for the establishment of a schoolwide Sustained Silent Reading program and concludes with additional hints which may be appropriate for only some schools.

IVARIE, JUDITH J. PROGRAMMING FOR INDIVIDUALIZATION IN THE JUNIOR HIGH SCHOOL. (1977) 20 4 295

Advocates the use of a matrix to aid students and instructors in planning optimal allocation of time, resources, and energy in an individualized system of instruction aimed at overcoming specific learning disabilities.

HUMPHREY, JACK W. REMEDIAL PROGRAMS: CAN THEY BE JUSTIFIED? (1971) 15 1 50

Suggests that only well-managed remedial reading programs can be justified.

KELLEY, DANIEL J. PROGRAM DESIGN FOR A VO-ED READING CENTER. (1975) 19 2 121

Outlines a reading program designed to help students reach maximum employability and improved reading performances at the Oswego County BOCES Occupational Educational Center in Mexico, New York. A reading coordinator works with students and teachers, using faculty meetings, individual conferences, classroom visits, a reading resource center, and, in extreme cases, individual tutoring.

MC DONALD, ARTHUR S., JAMES A. BYRNE. FOUR QUESTIONS ON OBJECTIVES. (1958) 01 3 46

Probes the diversity of objectives and philosophies of college reading programs and concludes that asking the right questions about objectives is of major importance.

PETERS, CHARLES W. HOW TO GET MORE COMPREHENSIVE READING PROGRAMS AT THE SECONDARY LEVEL. (1977) 20 6 513

Demonstrates the complexity of the instructional needs in high school reading and suggests the creation of a comprehensive program to meet them.

ROBINSON, H. ALAN. DOES YOUR COMMUNITY KNOW YOUR READING PROGRAM? (1957) 01 1 7

Contends that a district-wide reading program was successful because of the cooperative efforts between professionals and lay people. Steps involved in planning for all grade levels are described.

SMITH, RICHARD J. FIRST STEPS TOWARD AN ALL-SCHOOL READING PROGRAM. (1969) 12 7 569

Describes implementation, operation and evaluation of a reading improvement program within the content courses of a senior high school.

STAHL, BETTY LOU, ZETTA OTTENBERG. ORGANIZATION OF A SECONDARY READING PROGRAM FOR A MIDDLE-SIZED CITY SYSTEM. (1968) 12 1 27

Outlines the functions of reading personnel and describes the development of a Rockford, Illinois, program.

VIOX, RUTH C. INITIATING A DEVELOPMENTAL READING PROGRAM. (1964) 07 3 208

Discusses the need to consider the implementation of a class reading program in relation to the whole school reading program and the total language arts program.

WALKER, JERRY L. CONDUCTING AN INDIVIDUALIZED READING PROGRAM IN HIGH SCHOOL. (1965) 08 5 291

Presents practical suggestions for conducting an individualized program, including student information, individual interview, courses of study, organization and evaluation.

ZALEWSKI, ANN MARIE. HOW TO PRESENT A READING PROGRAM TO THE ADMINISTRATION. (1975) 18 8 610

Presents a series of steps to develop, improve or maintain a high school or post secondary reading program and at the same time satisfy the administration as to its effectiveness.

04.3 ELEMENTARY PROGRAMS

BILLET, RALPH E. AN EXPERIENCE IN READING. (1963) 06 4 272

Describes a reading approach which grouped grade four, five and six students on the basis of the Betts Reading Inventory, the Mental Maturity Test and an evaluation of the student's reading level by teachers.

COHEN, JUDITH H. GENIUSES AT WORK. (1970) 13 4 275

Describes a TV production miniprogram which led to high quality work, enthusiasm and improved self-image of the students.

CRAWFORD, GAIL, RICHARD L. CONLEY. MEET YOU IN THE READING LAB. (1971) 15 1 16

Explains how flexible scheduling and administration, effective space allocation and use and innovative program design led to overcrowding in the reading labs.

DAVIS, DOROTHY VOIGT. BOOK CLUBS IN THE MIDDLE GRADES. (1975) 19 2 150

Advocates the use of book clubs consisting of a volunteer parent and about six students to provide opportunities for peer group development of ideas. Delineates steps in organizing such a program which may be used to compensate for some of the deficits of individualized instruction.

ELZA, BETTY, DIANA OWATT. TURNING TO INDIVIDUALIZED INSTRUCTION: READING IN THE ROUND. (1975) 19 2 125

Presents an individualized program for advanced readers designed to broaden reading interests, develop critical reading skills and allow greater flexibility. Uses a traditional reading wheel divided into eight types of literature and a thematic wheel divided into six traditional themes, along with evaluation cards, interest inventories and personal conferences.

LIPSON, MRS. FRANCES. A THIRD GRADE READING PROGRAM. (1963) 06 4 265

Presents the rationale behind an individualized reading program and describes its operation in the classroom.

MC CORD, HALLACK. READING IMPROVEMENT FOR YOUNG PEOPLE. (1964) 07 3 211

Describes techniques used in a reading improvement course for grades three through eight.

SCHIAVONE, JAMES. A SEVENTH-GRADE READING ENRICHMENT PROGRAM. (1960) 03 2 106

Describes a seventh-grade reading enrichment program consisting of three twelve-week units in art, music and reading designed to help students gain an understanding of and improvement in the essential reading skills.

WILSON, ROBERT M., NANCY PARKEY. A MODIFIED READING PROGRAM IN A MIDDLE SCHOOL. (1970) 13 6 447

Evaluates a modified language experience approach for a seventh grade class with reading problems. The adjusted program led to improved self-concept, reading skill development and higher teacher evaluation.

04.4 SECONDARY, DEVELOPMENTAL PROGRAMS

AMANNA, VINCENT J., HALLACK MC CORD. THE PRE-COLLEGE READING PROGRAM AT THE UNIVERSITY OF COLORADO. (1963) 06 4 274

Describes the course content of a five week developmental summer reading program for college-bound high school students and suggests that evaluation of the pre-college reader is a difficult matter.

BAIRD, RUTH CATES. AN EXPERIMENT IN THE TEACHING OF READING SKILLS. (1958) 02 1 3

Provides details of a reading and study skills course designed for high school students bound for further education.

BELTRAME, IRVIN, HOWARD VAN DYK. THE HILLSIDE PLAN: SOLUTION, SALVATION. (1968) 12 3 224

Advocates an individualized reading program focusing on the strengths and weaknesses of each student and describes one such program.

BERKEY, SALLY C. A SUCCESSFUL HIGH SCHOOL DEVELOPMENTAL READING PROGRAM. (1967) 10 7 442

Traces the development and describes the status of a reading and study skills program in a southwest Los Angeles high school district.

BOGART, CARLOTTA, ANNELLE S. HOUK. WHAT IS THE NEXT STEP? (1971) 14 8 531

Suggests specific and general solutions to the problem of non-reading junior high school students.

BRUECKMAN, ELIZABETH A. ADVANCED READING PROGRAM- TAFT HIGH SCHOOL. (1961) 04 4 228

Reports on the effectiveness of a high school reading program which uses mainly Science Research Associates materials and mechanical devices. Results show significant gains in rate and comprehension with students in the middle ability group making the most consistent gains.

BUCKLEY, ROSE. THE T.W. MITCHELL MEMORIAL READING CENTER, AN ADVENTURE IN COMMUNITY COOPERATION. (1960) 03 3 211

Describes briefly the creation and operation of a high-school reading center.

DAIGLE, EDWARD J. A PROGRAM OF DEVELOPMENTAL READING. (1963) 06 2 130

Describes a developmental reading program in a vocational technical school. Use is made of pacers, films and tachistoscopes.

DI BIASIO, ANTHONY J. JR. THE DEVELOPMENTAL READING PROGRAM AT LAKEWOOD HIGH SCHOOL. (1962) 06 1 67

Describes an all-school reading program which includes the teaching of reading in content area classes, a developmental program, a remedial program, and an adult program.

DOBRIN, RUTH M. THE MASSAPEQUA STORY: A PRE-COLLEGE READING PROGRAM. (1961) 04 3 159

Describes a high school developmental reading program for college bound students which is based on the philosophy that reading is thinking. Includes information on the mechanics of scheduling and procedures for teaching vocabulary and comprehension skills, and an evaluation of the program.

ELLIS, U. BERKLEY. DEVELOPMENTAL READING IN JUNIOR HIGH SCHOOL. (1962) 06 1 41

Provides a description of an all-school reading program in which students are grouped and receive differing treatments based on reading ability.

GRUBER, PAULETTE M. JUNIOR HIGH BOASTS SUPER STARS. (1973) 16 8 600

Details a program which provided immediate rewards for learning to apply the SQ3R method to content area reading assignments.

GUDAITIS, MICHAEL S. A READING COURSE OUTLINE FOR THE COLLEGE BOUND STUDENT. (1976) 19 7 575

Describes a "Reading for College" program developed for college bound eleventh and twelfth graders to more adequately prepare them in reading techniques and study skills.

HEGMAN, M, MARIAN. DEVELOPMENTAL READING LABORATORIES. (1962) 06 1 65

Describes a laboratory-centered reading program which allows students to work independently.

KENDALL, ROSE. GIVE THEM A CHANCE. (1965) 08 5 326

Describes the organization, materials, curriculum and evaluation of a secondary school reading improvement program centered in a laboratory. Reports improvements in rate, comprehension and attitude.

KETTLEWELL, GAIL B., ROBENA S. GORE. READINGS FOR TEENS: AN ELECTIVE UNIT. (1971) 14 5 309

Describes a course which aims to encourage students to read more and to correct their reading weaknesses.

KINNE, ERNEST W. A REVIEW OF INTENSIVE READING PROGRAMS IN INDIANA SECONDARY SCHOOLS. (1960) 03 4 276

Reports on the intensive reading programs which have been offered successfully in Indiana high schools for a number of years largely by teachers who received special training at Purdue University.

KUMMER, ROBERT. READING AS AN ELECTIVE. (1976) 19 8 640

Describes an eighteen week developmental reading program open to any upper grade student regardless of ability which incorporates five related areas: comprehension, oral and written communication, vocabulary and attitude development.

LEWIS, DOROTHY L. THE FIRST YEAR. (1958) 01 3 63

Describes the trials and joys of instituting a developmental reading program in an Indiana High School.

MAGNUSSON, DOROTHY. AN INTENSIVE COURSE FOR COLLEGE-BOUND SENIORS. (1960) 03 2 135

Describes a voluntary, short, intensive reading improvement course for college-bound high school seniors and focuses on the materials and instructional activities utilized.

MARQUIS, BETTYLEE FULTS. DEVELOPMENTAL READING -NEW ALBANY HIGH SCHOOL. (1963) 07 1 58

Reports on the operation and efficiency of a laboratory centered developmental reading program.

MC CRACKEN, ROBERT A. BEGINNING A DEVELOPMENTAL READING CLASS IN EIGHTH GRADE. (1960) 03 4 280

Chronicles the day-to-day diagnostic work done at the beginning of an eighth grade reading course.

MEANS, HARRISON J. NINE YEARS OF INDIVIDUALIZED READING. (1976) 20 2 144

Describes an individualized reading program which allows high school students free choices of material and time to read it in class. A list of titles selected by students and the number of books read suggests that the program stimulated students to read extensively.

MELTON, HOWARD B. READING RETENTION OF ELEVENTH-GRADE STUDENTS. (1959) 02 4 26

Examines the results of a developmental reading program and students' retention or loss of reading skills one year after participation.

MONTGOMERY, MARGARET. A DEVELOPMENTAL READING UNIT FOR GOOD READERS. (1958) 01 4 63

Provides details of the requirements and benefits of a high school developmental reading course for average and above average students.

MOORE, WILLIAM R. A PRACTICAL PROGRAM FOR DEVELOPMENTAL READING IN HIGH SCHOOL. (1958) 02 1 67

Describes a high-school reading program designed to aid both students below average in reading ability and those needing to read better for college entrance.

MORRELL, KEN. EDUCATION GETS A BOOST AT NASHVILLE READING CENTER. (1969) 12 4 277

Describes successes in twelve developmental reading centers which were designed to assist students identified as of average intelligence but reading at least two years below grade level.

NORTH, MARIE. READING AT NORTH CENTRAL HIGH. (1959) 02 2 62

Outlines the developmental reading program of an Indianapolis high school.

REIDELBERGER, HELEN. SERENDIPITY - A READING PROGRAM. (1972) 15 8 584

Tells how happenstance led to the development of a school wide, all-staff, reading program which resulted in better staff morale, improved reading scores and better student attitudes.

SARGENT, EILEEN E. COLLEGE READING BEFORE COLLEGE. (1970) 14 2 83

Describes the curriculum and recording methods of a high school reading course designed to prepare students to meet college reading and learning requirements.

SCHAEFFER, LEONARD, JOAN SCHAEFFER. CONDITIONING VERBAL BEHAVIOR IN A CONTROLLED LEARNING ENVIRONMENT. (1969) 12 7 541

Describes a program for conditioning verbal behaviours in classes composed of secondary remedial students.

SCHLEICH, MIRIAM. GROUNDWORK FOR BETTER READING IN CONTENT AREAS. (1971) 15 2 119

Provides a description of two specific programs to improve the teaching of reading and makes five recommendations that would lead to better secondary reading programs.

SCHURR, RICHARD. READING PROGRAMS DO SUCCEED. (1959) 02 4 66

Describes a successful reading program conducted in a Warsaw, Indiana, high school.

SNAP, ALFRED H. THE ARLINGTON HIGH SCHOOL READING IMPROVEMENT PROGRAM. (1961) 04 4 275

Describes the organization of a four-pronged reading improvement program begun in 1950. Consists of a remedial English class, an all-school, non-credit developmental reading program, two four-week summer sessions and a ten-week evening class for adults.

STAFF, JR.   A SIGN THAT ALL CAN READ.   (1972) 15 5 335

Describes a successful high school reading program and lists the elements that lead to program success.

TANZOLA, REV. VINCENT S.J.   READING TRAINING WITHOUT MECHANICAL AIDS.   (1959) 02 3 12

Provides details of a college reading program tailored to fit the specific needs of students who enter an intensive program of liberal arts studies including Latin and Greek and/or join the religious order which runs the college.

THORTON, CECIL M.   TWO HIGH SCHOOL READING IMPROVEMENT PROGRAMS.   (1960) 03 2 115

Assesses the efficiency of two high school reading programs designed to improve the reading performance of students of average and above average mental ability.

TORMEY, MARY K., WALTER G. PATTERSON.   DEVELOPMENTAL READING AND STUDENT EVALUATION.   (1959) 02 2 30

Describes the development of a high school reading course and provides details of extensive student evaluation thereof.

WARREN, MARY BAY.   THE MASSAPEQUA JUNIOR HIGH SCHOOL READING PROGRAM.   (1962) 05 4 245

Reports an experiment to ascertain the effect of the tachistoscope and the controlled reader in a junior high school reading program.

04.5 SECONDARY, REMEDIAL PROGRAMS

ADAMS, W. ROYCE. TURNING A "DUMPING GROUND" INTO AN EFFECTIVE READING PROGRAM. (1965) 08 6 396

Describes a high school reading program that suffered from selection problems when begun, but is now highly successful. Concludes that an effective reading program needs trained and interested teachers, administrative cooperation and an effective screening process before admission to the program.

BAER, CONSTANCE JOAN, LINDA RUTH FISHER. LET ME READ : FIVE TECHNIQUES THAT WORKED FOR US. (1972) 16 3 227

Suggests using students as teachers, improvisations, an incentive point system and the class newspaper as ways of motivating students in a junior high school remedial program.

BAMMAN, HENRY A. ORGANIZING THE REMEDIAL PROGRAM IN THE SECONDARY SCHOOL. (1964) 08 2 103

Presents guidelines for a secondary remedial program, including organization, space, staff cooperation, grouping and the instructional program.

BEAN, RITA, CATHERINE LUKE. AS A TEACHER I'VE BEEN LEARNING. (1972) 16 2 128

Describes details of a tutoring program and reports and categorizes students' responses.

COHN, MAXINE D. PAIRING OF REMEDIAL STUDENTS. (1970) 14 2 109

Claims several values of shared-learning situations for remedial students.

CRISCUOLO, NICHOLAS P. A MULTIMEDIA PROGRAM FOR RELUCTANT READERS. (1969) 13 3 212

Reports very positive results from a six week film unit designed to overcome student aversion to textbooks.

DONZE, SISTER MARY TERESE, A.S.C. OPEN-END READING PROGRAM. (1971) 14 5 293

Provides a floor plan of a reading laboratory, a suggested curriculum and examples of worksheets for a remedial reading program.

DRAMER, DAN. SELF-CONTAINED, READING-ORIENTED CLASSES IN SECONDARY SCHOOLS. (1971) 14 6 365

Reports success of a program for failing or marginal students.

EMANS, ROBERT, RAYMOND URBAS. EMPHASIZING READING SKILLS IN AN ENGLISH COURSE FOR UNDERACHIEVERS. (1969) 12 5 373

Compares an experimental English course emphasizing reading objectives with a control English course having a greater variety of objectives. Results are inconclusive.

FIELDS, IRWIN H. CORRECTIVE READING AT HAWTHORNE HIGH SCHOOL. (1966) 09 3 182

Provides an outline of a proposed corrective reading program focusing on the program's title, objectives, student selection procedures, and course content.

FRANCO, E.J. OPERATION UPGRADE. (1972) 16 2 120

Details a program that incorporated the language-experience approach in the content areas.

GATES, KAREN M. A READMOBILE TAKES TO THE ROAD. (1970) 14 2 89

Comments on a mobile reading laboratory which provides individualized instruction for students with reading difficulties.

GILLESPIE, BONITA M. A CLASSROOM EXPERIMENT IN "LAST CHANCE" READING. (1976) 18 5 391

Shares a successful experience in teaching remedial reading to potential high school dropouts.

HANDEL, RUTH D. A HIGH SCHOOL LANGUAGE EXPERIENCE APPROACH TO WRITING. (1976) 20 1 47

Illustrates the application of the integrated language experience approach with a focus on communication in all modalities -- writing, reading, listening, speaking -- in an alternate English program for inner city high school students.

HANTLA, JOHN CARTER. HAPPINESS IS. (1971) 14 4 244

States that improved reading ability, better attitudes to themselves and school and general improvement in other classes were benefits gained by freshmen tutored by senior students in a one-to-three relationship. Benefits derived by the tutors and the developmental reading teacher are also described.

KIMBALL, RAYMOND L., RONALD G. DAVISON. READING IMPROVEMENT FOR DISADVANTAGED AMERICAN INDIAN YOUTH. (1972) 15 5 342

Describes a program based on student needs which resulted in improved reading achievement and greater motivation and commitment.

KLING, MARTIN. SUMMER HEAD START FOR DISADVANTAGED COLLEGE FRESHMAN. (1972) 15 7 507

Offers evidence that it is possible to develop a viable and successful reading and study skills program for socially disadvantaged incoming freshmen.

LANDIS, JOHN, ROBERT W. JONES, LARRY D. KENNEDY. CURRICULAR MODIFICATION FOR SECONDARY SCHOOL READING. (1973) 16 5 374

Describes a program that presents content area material in audio, visual and kinesthetic styles while simultaneously teaching reading skills in a non-content atmosphere.

MC DONALD, THOMAS F., PHIL L. NACKE. A TWO YEAR STUDY OF A SATURATION READING PROGRAM. (1969) 12 6 461

Reports gains made by 1,036 ninth graders who completed a two year reading and study skills course for credit at Carl Hayden High School.

MEINTS, DONALD W. THE TASK SYSTEM IN AN INDIVIDUALIZED READING CLASS. (1977) 20 4 301

Describes the techniques and benefits of a system in which individual students or groups are working independently on specific tasks giving the students responsibility and independence in their work and changing the role of the teacher to manager and facilitator.

NIENSTED, SERENA. READ + WRITE + TALK = PROGRESS. (1977) 20 4 305

Describes an integrated program of reading, writing, and talking used with severely disabled readers and analyzes the reasons for its success.

PENDRAK, MICHAEL. PERFORMANCE CONTRACTING AND THE SECONDARY READING LAB. (1974) 17 6 453

Offers solutions to three problems involved in setting up a reading laboratory: (1) what kinds of students should be admitted, (2) how should students be scheduled into the laboratory, and (3) should formal credit be offered for lab work.

RACETTE, RENE J. SPECIAL ENGLISH CLASSES FOR POOR READERS? (1968) 11 6 441

Explains an English department reading program which was successful in improving students' reading abilities as well as attitudes and self-concepts. Individualization, small classes and non-graded grouping characterized the program.

ROSSMAN, JEAN F. HOW ONE HIGH SCHOOL SET UP A READING PROGRAM FOR 500 STUDENTS. (1977) 20 5 393

Outlines the features incorporated in a high school reading program designed to aid students who read below the eighth grade level.

SHAPIRO, NATHANIEL, NOEL KRIFTCHER. COMBATTING THE LOWER AND HIGHER ILLITERACIES. (1976) 19 5 381

Identifies and characterizes crucial conceptual elements in a reading program attempting to treat both the simple and higher illiteracies in a New York City public high school with the hope that these elements may be adapted or applied in a variety of learning situations.

SINATRA, RICHARD C. SUMMER READING PROGRAM ON A POINT REINFORCER SYSTEM. (1973) 16 5 395

Reports a study where students were rewarded with food or a record album for work done on the EDL program.

04.6 COLLEGE/JUNIOR COLLEGE PROGRAMS

BEASLEY, CHARLES E., JR. A FRESHMAN READING PROGRAM. (1959) 02 2 23

Provides details of the freshman reading program of East Tennessee State College including aims, methods of instruction and materials used.

BECHER, BARBARA ANN. READING IMPROVEMENT AND PSYCHOLOGICAL ORIENTATION. (1962) 05 2 133

Describes a university reading improvement program which is primarily concerned with reading, but also orients students toward psychology, psychologists, and mental health and is sponsored by the office of psychological services.

BERGMAN, IRWIN B. INTEGRATING READING SKILLS WITH CONTENT IN A TWO YEAR COLLEGE. (1977) 20 4 327

Describes the use of questionnaires to determine the needs of students and instructors in integrating reading instruction and content area teaching.

CARNEY, JOHN J., WILLIAM LOSINGER. READING AND CONTENT IN TECHNICAL-VOCATIONAL EDUCATION. (1976) 20 1 14

Details the techniques and results of a program designed to aid technical-vocational students in more effectively understanding, organizing, and remembering their technical reading.

COFFEY, CHARLES C. RETARDED COLLEGE READERS VIEW THEIR PROBLEMS. (1959) 03 1 64

Compares the views college students hold of their reading abilities before and after participating in a reading course which was required of prospective teachers whose reading ability fell below a raw score of fifty on the Cooperative English Test.

COLVIN, CHARLES B. THE "IDEAL" COLLEGE READING PROGRAM. (1962) 05 2 77

Uses data gathered from a questionnaire sent to Pennsylvania colleges and universities to describe a hypothetical "ideal" college reading program.

COOKE, BRIDGET L., WILLIAM R. FARROW. NEEDS, MATERIALS, CURIOSITY: A DIFFICULT COMBINATION. (1975) 19 3 214

Examines problems of (1) realistically meeting the needs of individual students, (2) working with sterile skills materials and (3) awakening curiosity and equipping students with tools to satisfy that curiosity with inner city adults preparing for college level studies.

FEINBERG, MORTIMER R., LOUIS LONG, VIOLA ROSENHECK. RESULTS OF A MANDATORY STUDY COURSE FOR ENTERING FRESHMEN. (1962) 05 2 95

Investigates results of a mandatory study course for freshmen entering the schools of business and public administration. Reports antagonism to the mandatory nature of course resulted in negative results.

FLYNN, PEGGY. SPEED IS THE CARROT. (1977) 20 8 683

Describes the effects of skimming exercises on developing new reading habits among college freshmen.

FRIDIAN, SISTER M. DEVELOPMENTAL READING AT SAINT FRANCIS COLLEGE. (1961) 05 1 63

Describes a college developmental reading course which makes use of both mechanical and non-mechanical aids.

GLASS, GERALD G. READING IMPROVEMENT COURSE FOR GRADUATE STUDENTS. (1966) 10 3 161

Discusses a Syracuse University course and describes the student population, course objectives, techniques, methods and materials.

GLENN, M.L. THE IMPROVEMENT OF READING AT THE COMMUNITY COLLEGE LEVEL. (1964) 07 4 318

Describes a college reading improvement course and presents evidence which shows significant improvements in comprehension and vocabulary test scores.

HAYWARD, F. MARGARET. READING AND STUDY INSTRUCTION IN CANADIAN UNIVERSITIES AND COLLEGES. (1971) 15 1 27

Discusses results from a nation-wide questionnaire on the administration of reading and study skill programs.

HEARD, PATRICIA. AN EFFECTIVE READING CLASS FOR LAW STUDENTS. (1965) 08 5 315

Describes a course which included surveying, intensive reading, speed, skimming and scanning, flexibility and vocabulary improvement. The surveying and intensive reading were applied to legal material and student evaluation of the course was generally favourable.

HEFTEL, DANIEL L. READING TRAINING IN A COUNSELING SERVICE. (1961) 05 1 66

Describes a voluntary, non-credit, college reading improvement program for freshmen in which instruction is individualized.

HENDERSON, MARY ANN. INDIVIDUALIZED READING INSTRUCTION IN TWO-YEAR COLLEGES. (1976) 19 6 464

Compares reading achievement and interest gains of two-year college students taught by a personalized technique based upon cognitive field theory, with those taught by a prescriptive technique based upon behavioristic learning theory.

HERTZ, SHARON M., BARBARA K. GOLD, LENORE J. KAUFMAN, MERALEE G. WALLACH. COLLEGE CREDIT FOR READING COURSES? YES! (1977) 20 8 688

Argues that college remedial courses should receive credit to demonstrate the worth and value of such courses and to serve a motivational function for open enrollment students.

KING, PAUL T., WILLIAM DELLANDE. THE UNIVERSITY OF MISSOURI READING IMPROVEMENT PROGRAM. (1965) 08 5 307

Outlines a program with four main sections: perceptual training, reading techniques, reading lessons and vocabulary. Reports improvement in the areas of comprehension and speed.

LACEY, MABEL. COLLEGE READING IMPROVEMENT. (1959) 02 2 64

Demonstrates that reading efficiency can be improved by a college reading improvement program.

LEE, MAURICE A. RESULTS OF A COLLEGE ALL-FRESHMAN READING IMPROVEMENT PROGRAM. (1958) 02 1 20

Details the aims, organization, gains, retention and critical reactions of students to a required reading improvement program for freshmen.

LITTRELL, J. HARVEY. REDUCING PHONIC DISABILITY IN JUNIOR COLLEGE. (1976) 20 2 150

Discusses implications of a study designed to determine whether the typical college reading and study skills program benefits students who have phonic disability and questions whether programs designed specifically to alleviate such difficulties could prove more effective.

MALONEY, JOHN D. DVELOPING INDEPENDENT LEARNERS IN THE COMMUNITY COLLEGE. (1974) 17 6 457

Describes a comprehensive program involving eight individualized courses, 61 videotapes and a sixty page tutor's handbook, designed to help students develop both individualized and college wide study skills.

MARTIN, DAVID P. TEACHING READING IN A COMMUNITY COLLEGE - A REMEDIAL ACTIVITY . (1971) 14 6 369

Emphasizes the need to provide a corrective remedial reading course for students entering college who are deficient in reading.

MARTIN, JEANETTE P. LARGE READING CLASSES IN COLLEGE. (1965) 08 6 384

Describes a college reading improvement program with class sizes ranging from 65 to 125. Extensive use is made of film strips and multi-level reading materials. Reports significant gains in speed and comprehension.

MAXWELL, MARTHA J. A SELF-HELP APPROACH TO BETTER SPELLING. (1963) 06 2 134

Reports on an individualized college spelling improvement program where the responsibility for improvement, rate of progress and nature of the work accomplished, is placed on the student.

MAXWELL, MARTHA J. DEVELOPING A LEARNING CENTER: PLANS, PROBLEMS AND PROGRESS . (1975) 18 6 462

Describes the development of a learning center at Berkeley involving a person-centered program where educational technology is supplementary and where students receive help in any basic course of study from physics to Swahili.

MAXWELL, MARTHA J. THE COLLEGE READING LABORATORY. (1966) 09 6 402

Describes the operation of the Reading and Study Skills Laboratory at the University of Maryland.

MAXWELL, MARTHA J., THOMAS M. MAGOON. A DESCRIPTION OF THE UNIVERSITY OF MARYLAND'S READING AND STUDY SKILLS LABORATORY. (1962) 05 3 182

Describes a university reading and study skills laboratory which functions as a division of the university counselling center and offers a free, voluntary, non-credit service to students.

MAY, M.M. PURDUE'S DEVELOPMENTAL READING PROGRAM. (1959) 02 4 44

Characterizes the Purdue program as designed to improve speed and comprehension of reading and names some of the techniques used.

MAYFIELD, CRAIG K. ESTABLISHING A READING AND STUDY SKILLS COURSE FOR LAW STUDENTS. (1977) 20 4 285

Describes the process of evolving a curriculum designed specifically to aid law students in reading more effectively.

MC DONALD, ARTHUR S., DORIS GALLACHER. MARQUETTE UNIVERSITY READING IMPROVEMENT PROGRAM. (1959) 02 4 39

Provides details of a ten-week college reading improvement program using a combination of group instruction and individual work.

MILLS, MARY. READING AND THE FRESHMAN ENGLISH PROGRAM. (1957) 01 1 3

Describes the techniques and results of integrating reading instruction into a freshman English course. While findings are offered as tentative, improvement in student attitudes is cited as an important side benefit.

MUEHL, LOIS B. INCREMENTAL READING AT COLLEGE LEVEL. (1972) 15 4 267

Argues that the term "incremental reading" be used at the college level to avoid the "remedial" label and suggests that reading programs must build on each student's background of experience.

NELSON, HELGE G. OVERCOMING READING DEFICIENCIES AT THE COLLEGE LEVEL. (1963) 06 4 238

Describes the development and operation of a remedial reading class.

NETCHINSKY, IRVING. THE READING IMPROVEMENT PROGRAM AT THE STATE UNIVERSITY URBAN CENTER IN BROOKLYN. (1968) 11 5 362

Describes a compensatory education program of college and vocational preparation. Factors contributing to success of the reading and study skills program were teacher attitude, classroom atmosphere and limited class size.

PARHAM, JO ANN WALTON. ACADEMIC SUCCESS OF PERSISTENT AND NON PERSISTENT STUDENTS VOLUNTARILY ENROLLED IN A UNIVERSITY READING PROGRAM. (1977) 20 8 693

Suggests that more attention needs to be devoted to determining underlying goals of students who persist in or exit from a voluntary developmental reading program as GPA does not appear to be affected by such decisions.

PAUK, WALTER J. COLLEGE READING AND STUDY SKILLS CENTER AT CORNELL UNIVERSITY. (1960) 03 3 183

Details factors of importance to effective reading and describes methods used in the Cornell University reading and study skills program.

PAUK, WALTER. SCHOLARLY SKILLS OR GADGETS. (1965) 08 4 234

Argues against the use of mechanical devices and the teaching of speed reading. Describes a study skills course for college students.

PECK, RICHARD E., ROY BRINKLEY. COLLEGE READING SERVICES FOR THE MARGINAL ENTRANT. (1970) 14 1 19

Describes the English Language Enrichment Center at Temple University (ELECT) which provides a multi-faceted language program for students who are jeopardized because of lack of language or study skills.

PRICE, UBERTO. DEVELOPMENTAL READING FOR ALL COLLEGE FRESHMEN. (1966) 09 5 333

Describes a required reading course for all freshmen at Appalachian State Teachers College in Boone, North Carolina where techniques for the development of vocabulary and the processes of comprehension are emphasized.

RANKIN, EARL F., JR. SEQUENTIAL EMPHASIS UPON SPEED AND COMPREHENSION IN A COLLEGE READING IMPROVEMENT PROGRAM. (1963) 07 1 46

Investigates the effects of emphasizing speed versus emphasizing comprehension skills among students with poor comprehension who were enrolled in a college reading program.

RAY, DARREL D., BERNARD B. BELDEN. AN EXAMINATION OF IMMEDIATE GAINS IN A COLLEGE READING IMPROVEMENT PROGRAM. (1965) 08 3 201

Reports significant gains in vocabulary, comprehension, rate and total reading performance over the period of instruction by students in a college reading program.

RITTER, JOYCE H. UNIVERSITY STUDY SKILLS PROGRAM. (1971) 14 6 377

Lists the five lessons which make up a reading clinic course at the University of Manitoba in Winnipeg.

ROBERTSON, MALCOLM H. AN EVALUATION OF READING IMPROVEMENT. (1958) 02 1 60

Reports on research designed to determine whether a special study course incorporating some remedial reading produces significant improvements in reading achievement.

ROSE, HARRIET A. REPORT OF THREE SEMESTERS OF VOLUNTARY READING IMPROVEMENT COURSES AT THE UNIVERSITY OF KENTUCKY. (1964) 08 2 126

Evaluates reading improvement courses in which a Science Research Associates reading laboratory was used. Reports significant improvements in speed and comprehension.

ROSS, ELINOR P., BETTY D. ROE. COLLEGIANS CONTRACT FOR READING. (1973) 17 1 40

Describes a self-directed individualized reading program at Tennessee Tech which provides both developmental and remedial instruction.

SANDBERG, EDWIN T. READING PROGRAM AT WARTBURG COLLEGE. (1959) 02 2 60

Reports on results achieved at Wartburg College with a limited reading program using Purdue Reading Films.

SANTEUSANIO, RICHARD. RAMA: A SUPPLEMENT TO THE TRADITIONAL COLLEGE READING PROGRAM. (1967) 11 2 133

Discusses a college reading program which combines a typical reading skills course with RAMA: Read And Meet the Author. Attributes the success of the program to human relationships among students, teachers, and authors.

SAWYER, JAMES M. COMMUNITY/JUNIOR COLLEGES: TRADITION IN THE FUTURE SENSE. (1971) 15 1 36

Investigates attempts to explore and identify problems facing the two-year college and looks at possible solutions.

SCOTT, FRANCES DEANE. EVOLUTION OF A COLLEGE READING PROGRAM, 1952-56. (1958) 02 1 33

Describes the inception of a college reading program and chronicles the changes made in successive classes to meet the specific needs of each group of students.

SHENKMAN, HARRIET. READING -- SO WHAT? (1977) 20 7 567

Illustrates how students coming to a required non-credit reading course are enabled to experience the value of reading by exploring the complexities of language and communication through active participation in small-group exercises which include the use of non-verbal communication.

SHEPHERD, JAMES F. THE FUTURE OF NON-CREDIT COLLEGE READING COURSES. (1977) 20 6 493

Contends that reading and study skills courses should receive credit, specifies reasons why they generally do not, and suggests remedies.

SMITH, DONALD E. P. SLOW-STARTING STUDENTS: WHOSE RESPONSIBILITY? (1961) 05 1 61

Discusses learning problems among college freshmen and describes a learning assistance program in which individual and group instruction is given by graduate students in educational psychology.

SMITH, DONALD E.P. UNIVERSITY OF MICHIGAN READING IMPROVEMENT SERVICE. (1959) 02 4 42

Names the primary functions of the University Reading Service: offering non-credit courses, tutoring individual students, providing diagnostic services, conducting research and training staff.

SNAVELY, A. ELOISE. THE READING PROGRAM AT THE STATE UNIVERSITY OF IOWA. (1960) 03 3 181

Describes the objectives and functions of the college reading program at the State University of Iowa.

SPACHE, GEORGE D. THE COLLEGE-LEVEL PROGRAM AT THE UNIVERSITY OF FLORIDA. (1959) 02 4 35

Describes an individualized approach to college reading improvement through use of counselors and independent work on the part of students.

SPACHE, GEORGE, LLOYD STANDLEE, DONALD NEVILLE. RESULTS OF THREE COLLEGE LEVEL REMEDIAL READING PROCEDURES. (1960) 04 1 12

Compares individualized, workbook-centered, and audio-visual centered, self-improvement college remedial classes. Reports no significant differences in rate, vocabulary or comprehension; but the individualized approach was more effective in terms of habits and attitudes.

STRANG, RUTH, AMELIA MELNICK. NEW READING PROGRAM AT THE UNIVERSITY OF ARIZONA. (1961) 04 4 266

Describes two programs in secondary reading: one for teachers and administrators, the other for consultants.

TREMONTI, JOSEPH B. DEVELOPMENTAL READING PROGRAM AT DALLAS. (1963) 07 1 69

Describes a reading techniques course for junior high school students, an acceleration program for high school students, and a college skills course.

TUCKEY, JOHN S. SEVEN YEARS OF ACCELERATION. (1960) 03 4 221

Describes methods and techniques the author has found helpful in teaching developmental reading at the Purdue University Calumet Center.

WEDEEN, SHIRLEY ULLMAN. A COLLEGE BASIC SKILLS CENTER. (1964) 07 2 138

Investigates the effects of training in reading and writing skills on reading and writing ability.

WEEKS, LEWIS E., JR. SPEEDING UP READING: A SELF-HELP PROGRAM FOR COLLEGE FRESHMEN. (1959) 03 1 35

Details results of a self-help program in reading for college freshmen. Subjects were agricultural students and are characterized as particularly ill prepared in reading and writing.

WOZENCRAFT, MARIAN. SHOULD THE COLLEGE TEACH JOHNNY TO READ? (1960) 03 3 165

Justifies the need for reading instruction in college by reference to students' backgrounds and personal characteristics.

WRIGHT, JOHN C. HIGH SCHOOL STUDENTS IN A COLLEGE READING CLASS. (1966) 09 4 238

Compares progress of high school versus college students enrolled in a non-credit college reading course using subjective judgment of the instructor and a standardized reading test.

YUTHAS, LADESSA JOHNSON. STUDENT TUTORS IN A COLLEGE REMEDIAL PROGRAM. (1971) 14 4 231

Indicates the value of a Reading-English remedial program for College Freshmen in preventing dropouts and concludes that student supervisors were equally effective as faculty supervisors.

04.7 ADULT PROGRAMS

BADER, LOIS A. COMBINING SECONDARY AND ADULT EDUCATION. (1975) 18 8 591

Examines the potential for a union between secondary and adult education thus creating a more individualized and flexible educational form with financial savings for both.

BAIN, JUNE W. READING ACHIEVEMENT GAINS OF ADULTS IN AIR FORCE PROGRAM. (1971) 14 7 467

Reports that concentrated reading courses can result in large gains in reading achievement.

BOCHTLER, STANLEY E. READING GOES TO JAIL - AND SENDS A WORD TO ALL. (1974) 17 7 527

Describes an individualized reading program at a local county jail in Indiana which meets inmates' current needs and interests through the use of varied materials.

BYRNE, J.A. READING TRAINING FOR ADULTS AT MARQUETTE UNIVERSITY. (1960) 03 3 179

Describes briefly the reading program for adults offered by Marquette University.

CORTWRIGHT, RICHARD W. INMATE ILLITERACY. (1965) 08 3 163

Cites the need to increase the reading skills of adults in corrective education programs in prisons. Suggests that improvement in reading ability can lead to a reduction in recidivism.

GLUCK, SUZY. READING: BASIC FOR ADULTS. (1968) 12 1 33

Describes a pilot program for the "functionally illiterate" adult offered at the University of Southern California Reading Center.

HEITZMAN, ANDREW J., MARY J. PUTNAM. TOKEN REINFORCEMENT AND ADULT BASIC EDUCATION. (1972) 15 5 330

Reports the decidedly positive improvement in basic learning skills of thirteen reading disabled adults through a carefully controlled token reinforcement system.

KAVALE, KENNETH A., JIMMY D. LINDSEY. ADULT BASIC EDUCATION: HAS IT WORKED? (1977) 20 5 368

Reviews work done in Adult Basic Education and contends that in order to achieve its primary objective of promoting adult literacy, ABE must institute research and create innovative learning environments.

LOPES-CORREA, ARLINDO. MOBRAL: PARTICIPATION-READING IN BRAZIL. (1976) 19 7 534

Outlines basic procedures of the participation-reading method used in the Brazilian Literacy Movement's program. Aims at making the adult illiterate permanently literate by developing an interest in continued self-learning through reading.

MARANI, S. DONALD, MARTHA MAXWELL. A READING AND STUDY SKILLS PROGRAM FOR MEDICAL LABORATORY ASSISTANTS. (1968) 11 8 615

Describes the organization and evaluation of a reading-study skills course. Students were graded on the extent of their improvement.

MEYER, SISTER JEAN. READING IMPROVEMENT FOR URBAN-AREA ADULTS. (1970) 14 3 183

Indicates the value of short, intensive courses in reading improvement for urban-area adults.

NEWTON, EUNICE SHAED. ANDRAGOGY: UNDERSTANDING THE ADULT AS A LEARNER. (1977) 20 5 361

Reviews the major assumptions of the "science of adult instruction" and indicates its application to adult literacy instruction.

O'DONNELL, MICHAEL P. READING FOR THE UNTAUGHT - WORKING WITH ADULT ILLITERATES. (1973) 17 1 32

Describes programs for the functionally illiterate provided by the Maine State Department of Education over the past decade including a 1972 Right to Read project directed from the University of Maine at Portland-Gorham.

POPE, LILLIE. A READING PROGRAM FOR SCHOOL DROPOUTS. (1966) 09 6 367

Discusses a remedial education program incorporated into the New York City Job Orientation in Neighborhoods program for the rehabilitation of school dropouts in economically disadvantaged areas.

ROSNER, STANLFY L., GERALD SCHATZ. A PROGRAM FOR ADULT NONREADERS. (1966) 09 4 223

Describes a program of small group and individual instruction for adult illiterates at the Temple University Reading Clinic.

SCHIAVONE, JAMES. DEVELOPING A TOTAL READING PROGRAM FOR ADULTS. (1962) 06 1 51

Describes an adult reading program which groups students according to their reading grade level.

STEVENS, GEORGE L. TEACHING READING IMPROVEMENT TO PROFESSIONAL ADULTS. (1961) 04 3 205

Describes a reading improvement program for adults employed by the United States Department of Agriculture.

WHITT, BERT A., JANET L. CYZYK. ADULT BASIC EDUCATION - AN OUTLINE OF OPERATION IN BALTIMORE COUNTY. (1975) 18 8 534

Describes a successful program which used a full-time Adult Basic Education reading specialist to provide inservice training and consultative services.

04.8 PROGRAMS WITHIN BUSINESS & INDUSTRY

BECKER, JOHN T. LANGUAGE EXPERIENCE APPROACH IN A JOB CORPS READING LAB. (1970) 13 4 281

Records the reading progress of four illiterate Job Corps trainees. Details background of students, curriculum and methods used in the class.

GLIESSMAN, DAVID, ROBERT D. HODELL. THE VALUE OF IMPROVED READING SKILLS TO BUSINESS MEN. (1957) 01 1 30

Describes an in-plant reading program conducted at a General Electric plant and provides results of student evaluation of the value they derived.

HASTINGS, WILLIAM H. IMPROVING READING OF INDUSTRIAL WORKERS, DEVELOPMENTAL READING FOR UNITED AUTOMOBILE WORKERS. (1966) 09 4 253

Describes the purposes, procedures, results, and conclusions of an intensive developmental reading course given at Purdue University to a selected group of United Automotive Workers.

HOLLINGSWORTH, PAUL M. READING IMPROVEMENT FOR WOMEN AND MEN IN INDUSTRY. (1966) 09 4 254

Reports the procedures and findings of a successful in-plant program for improving the reading skills of industrial personnel.

KENWORTHY, C.W. AN EVALUATION OF THE RESULTS OF INSTRUCTION AND PRACTICE IN THE TECHNIQUES OF BETTER READING. (1959) 02 4 11

Evaluates the results of an eighteen-hour program of reading instruction and practice presented in a DuPont Company plant by means of tests administered at the beginning and end of the course and one year later.

KOKES, LORALYN B. READING PROGRAM HELPS EMPLOYEES TO STEP AHEAD. (1977) 20 5 364

Describes the evolution of a reading program in a hospital setting, moving from initial upgrading of employees' qualifications to further development.

MC CONIHE, ESTHER J. SOMETHING NEW IN READING INSTRUCTION? IMPOSSIBLE. (1958) 01 4 9

Postulates the aim of improving the reading of an adult who is functioning well in his job to be one of changing the reader's intent to learn and describes a program designed to bring about a change in attitude.

MURDICK, R.G. PROBLEMS IN DEVELOPING A PROFITABLE READING IMPROVEMENT COURSE FOR EXECUTIVES. (1959) 02 3 22

Assesses the long-term effects of a reading improvement program for executives and suggests that similar assessments are needed to determine how much of a reading gain students retain over a period of time.

PORTMAN, LISA. A READING COURSE FOR LABOR UNIONS. (1966) 10 1 29

Describes a labor education program providing three week residential seminars in economics, legislative issues, psychology and reading efficiency.

SULLIVAN, EUGENE A., JR. SOME EXPERIENCES WITH READING IMPROVEMENT IN GENERAL MOTORS. (1959) 02 2 12

Assesses some of the aspects of a reading improvement program for management offered by General Motors.

TAYLOR, EARL A. INCREASED BUSINESS EFFICIENCY THROUGH READING IMPROVEMENT. (1959) 02 3 62

Presents a questionnaire designed to select persons who can respond satisfactorily to the usual reading improvement course.

WEED, EARL D., JR. A READING IMPROVEMENT PROGRAM IN INDUSTRY. (1958) 01 2 27

Describes the initiation and development of a reading improvement program at Temco Aircraft Corporation.

WILLIAMS, RALPH M. SOME MISCONCEPTIONS ABOUT TEACHING READING IMPROVEMENT TO BUSINESS MEN. (1958) 01 3 3

Points out that misconceptions on the part of both teacher and student may lessen effectiveness of a course or increase attrition rate. Over-emphasis on speed and false expectations of students are stressed as prime misconceptions.

04.9 EVALUATION

ANDERSON, JONATHAN, BERRY H. DURSTON. CECILY N. KATZ, MILLICENT E. POOLE. STUDENT EVALUATION OF A STUDY SKILLS COURSE. (1968) 12 3 219

Evaluates a study skills course at the University of New England from the point of view of students who volunteered for the course.

BLOOMER, RICHARD H. THE EFFECTS OF A COLLEGE READING PROGRAM ON A RANDOM SAMPLE OF EDUCATION FRESHMEN. (1962) 05 2 110

Reports that the effectiveness of a college reading program will be greatest when students make low initial scores on their reading tests and their percentile intelligence scores are not greatly higher than their percentile reading scores.

BURGESS, BARBARA, A. GARR CRANNEY, JANET J. LARSEN. EFFECT ON ACADEMIC ACHIEVEMENT OF A VOLUNTARY UNIVERSITY READING PROGRAM. (1976) 19 8 644

Investigates short and long term effects on GPA of participation in a free, voluntary, noncredit university reading program using data on 46 experimental students and 3000 controls. Significant differences appeared in favor of the experimental group.

CAWLEY, JOHN F., JERRY CHAFFIN, HERBERT BRUNNING. AN EVALUATION OF A JUNIOR HIGH SCHOOL READING IMPROVEMENT PROGRAM. (1965) 09 1 26

Concludes that a reading improvement program adjusted to the needs of the students can yield significant improvement.

COLVIN, CHARLES R. A READING PROGRAM THAT FAILED - OR DID IT? (1963) 12 2 142

Recounts an investigation which failed to avoid contamination of both experimental and control subjects by the "Hawthorne" effect.

DALTON, PATRICK, DAVID GLIESSMAN, HARRIET GUTHRIE, GILBERT REES. THE EFFECT OF READING IMPROVEMENT ON ACADEMIC ACHIEVEMENT. (1966) 09 4 242

Finds completion of a reading improvement course in the first semester of freshman year enhances GPA.

DENBERG, ROBERT, CHARLES JONES. CRITICAL READING IN A DEVELOPMENTAL READING COURSE. (1967) 10 6 399

Examines the effect of improving and extending the structures of logical and critical thinking on critical and integrative reading ability.

EVANS, HOWARD M. REMEDIAL READING IN SECONDARY SCHOOLS - STILL A MATTER OF FAITH. (1972) 16 2 111

Questions the ability of remedial reading classes to improve reading over the long term. Recommends that preventative measures be sought and that instructional methods and evaluation of remedial programs be improved.

FIEDLER, MARGARET. DID THE CLINIC HELP? (1972) 16 1 25

Reports immediate and long-term results of twenty students who attended a reading clinic in terms of reading abilities and attitudes toward reading and school.

HALL, NASON E., GORDON P. WALDO. REMEDIAL READING FOR THE DISADVANTAGED. (1967) 11 2 81

Examines the effectiveness of a remedial reading program for delinquency-prone seventh-grade boys. Advocates the program on the basis of improved reading achievement of the participants, as well as on the economic advantages (ie. specialists not required).

HINTON, EVELYN A. DROPOUT RATE AND ACADEMIC PROGRESS OF TWO GROUPS OF STUDENTS ENROLLED AT THE UNIVERSITY OF WICHITA. (1961) 04 4 272

Reviews the progress of 71 students in six sections of Psychology 60 and 24 honors section students enrolled at the University of Wichita to determine whether or not there are benefits accruing to students who have availed themselves of reading improvement training at the university level.

KENWORTHY, C.W. AN EVALUATION OF THE RESULTS OF INSTRUCTION AND PRACTICE IN THE TECHNIQUES OF BETTER READING. (1959) 02 4 11

Evaluates the results of an eighteen-hour program of reading instruction and practice presented in a DuPont Company plant by means of tests administered at the beginning and end of the course and one year later.

LEE, MAURICE A. RESULTS OF A COLLEGE ALL-FRESHMAN READING IMPROVEMENT PROGRAM. (1958) 02 1 20

Details the aims, organization, gains, retention and critical reactions of students to a required reading improvement program for freshmen.

MAGINNIS, GEORGE H. EVALUATING REMEDIAL READING GAINS. (1970) 13 7 523

Suggests that gains should be measured in terms of the specific objectives of the particular reading program, such as general reading ability, specific skills or attitudes and behavior.

MAXWELL, MARTHA J. EVALUATING COLLEGE READING AND STUDY SKILLS PROGRAMS. (1971) 15 3 214

Emphasizes the need for clearly defined goals and specific criterion tasks in evaluating programs.

MC CONIHE, ESTHER J., ERICH P. PRIEN, BYRON L. SVETLIK. AN EVALUATION OF A PREPARATION-FOR-COLLEGE PROGRAM. (1964) 07 3 159

Gives an evaluation of a non-credit preparation-for-college program in terms of reading skills, work habits and the effectiveness of expression.

MC CORMICK, IDA, BARBARA O'RAND, LAWRENCE CARRILLO. IMPROVING THE READING ACHIEVEMENT LEVEL IN A JUNIOR HIGH SCHOOL. (1969) 12 8 627

Describes a reading program developed to improve reading achievement of seventh graders over one school year.

MC DONALD, ARTHUR S. ASSESSING THE EFFECTS OF READING PROGRAMS. (1965) 08 6 417

Identifies the problems in the assessment of reading programs as the weaknesses of standardized tests, a lack of good test validity in relation to instructional objectives and weaknesses in research design.

MELTON, HOWARD B. READING RETENTION OF ELEVENTH-GRADE STUDENTS. (1959) 02 4 26

Examines the results of a developmental reading program and students' retention or loss of reading skills one year after participation.

NIKAS, GEORGE BILL. A STUDY OF TEACHER-ORIENTED VERSUS MACHINE-ORIENTED DEVELOPMENTAL READING CLASSES AT THE COLLEGE LEVEL. (1965) 08 3 214

Compares a teacher-oriented and a machine-oriented reading class and concludes there were no significant differences in reading improvement between the two classes.

NORTH, MARIE. MEASURABLE GAINS MADE BY HIGH SCHOOL STUDENTS IN A DEVELOPMENTAL READING COURSE. (1962) 05 3 208

Describes a study of the reading improvement of second year high school students in a developmental reading course. Reports significant gains in rate and comprehension.

OLSON, ARTHUR V., ALPHEUS SANFORD, FRED OHNMACHT. EFFECTIVENESS OF A FRESHMAN READING PROGRAM. (1964) 08 2 75

Evaluates the effectiveness of reading and study skills training as part of a freshman orientation program. Reports significant gains for experimental students in all sub-tests of the Nelson-Denny test except vocabulary.

RANKIN, EARL F.,JR., RENNY GREENMUN, ROBERT J. TRACY. FACTORS RELATED TO STUDENT EVALUATIONS OF A COLLEGE READING COURSE. (1965) 09 1 10

Investigates the relationships of subjective reactions of students with teacher evaluations and reading improvement using 479 students in 21 classes.

RAY, DARREL D., MAVIS D. MARTIN. GAINS IN READING ACHIEVEMENT. (1967) 10 4 238

Examines groups with differing initial performance to determine relative gains derived from a college reading improvement program.

ROBERTSON, MALCOLM H. AN EVALUATION OF READING IMPROVEMENT. (1958) 02 1 60

Reports on research designed to determine whether a special study course incorporating some remedial reading produces significant improvements in reading achievement.

ROSE, HARRIET A. REPORT OF THREE SEMESTERS OF VOLUNTARY READING IMPROVEMENT COURSES AT THE UNIVERSITY OF KENTUCKY. (1964) 08 2 126

Evaluates reading improvement courses in which a Science Research Associates reading laboratory was used. Reports significant improvements in speed and comprehension.

SCHIAVONE, JAMES, E. OLIVER CAMACHO. A READING PERSPECTIVE. (1961) 04 2 77

Describes, and discusses problems encountered in, an adult reading program presented on educational television.

SCHIRMER, GENE, GARY B. NAVARRE. EVALUATING A SUMMER SEMINAR. (1968) 12 3 234

Evaluates the effects of a remedial reading seminar for ten secondary teachers and 26 disabled readers noting an improvement in skills if not in attitudes.

SPACHE, GEORGE, LLOYD STANDLEE, DONALD NEVILLE. RESULTS OF THREE COLLEGE LEVEL REMEDIAL READING PROCEDURES. (1960) 04 1 12

Compares individualized, workbook-centered, and audio-visual centered self-improvement college remedial classes. Reports no significant differences in rate, vocabulary or comprehension; but the individualized approach was more effective in terms of habits and attitudes.

STEBENS, L. DUANE, BERNARD R. BELDEN. RETENTION OF GAINS IN READING AFTER FIVE SEMESTERS. (1970) 13 5 339

Reports gains made and retained by a college-level, experimental group in vocabulary, total score and reading rate after a reading training program.

STEPHENS, ELAINE C. GUIDELINES FOR EVALUATION: AN INSTRUCTIONAL READING SYSTEM. (1975) 18 7 528

Provides an organized logical basis for evaluation of reading programs which are based upon the systems concepts.

TORMEY, MARY K., WALTER G. PATTERSON. DEVELOPMENTAL READING AND STUDENT EVALUATION. (1959) 02 2 30

Describes the development of a high school reading course and provides details of extensive student evaluation thereof.

TURNER, CAROLINE S., EDITH ZAIS, LEN TROTTER GATEWOOD. THE EFFECT OF A DEVELOPMENTAL PROGRAM ON UNIVERSITY GRADES. (1974) 17 7 531

Examines data from a study of a voluntary Learning Development Program for students experiencing difficulty at Kent State University and concludes that participation in such a program is beneficial in raising college grades.

URBAS, RAYMOND, MARJORIE DUMMETT. READING AND RESEARCH IN RETROSPECT. (1964) 07 3 213

Reports on the evaluation of a high school reading program and concludes that on the basis of the Triggs Diagnostic Reading Test and student evaluations, it was successful.

WEDEEN, SHIRLEY ULLMAN. A TWO-YEAR BASIC SKILLS STUDY. (1967) 10 4 231

Attempts to evaluate magnitude and duration of gains in reading and writing skills following a six-week program in a Basic Skills Center.

WEEKS, LEWIS E., JR. SPEEDING UP READING: A SELF-HELP PROGRAM FOR COLLEGE FRESHMEN. (1959) 03 1 35

Details results of a self-help program in reading for college freshmen. Subjects were agricultural students and are characterized as particularly ill prepared in reading and writing.

WOOD, PHYLLIS ANDERSON. JUDGING THE VALUE OF A READING PROGRAM. (1976) 19 8 618

Provides guidelines to help teachers and observers expose the inherent priorities and values of a reading program or laboratory.

WOOD, ROGER L. ATTRITION AS A CRITERION FOR EVALUATING NON-CREDIT COLLEGE READING PROGRAMS. (1961) 05 1 27

Presents evidence to suggest that student attrition is related to the effectiveness of non-credit college reading programs.

WRIGHT, JOHN C., MARGARET L. LAZARATON. AN INVESTIGATION OF ATTRITION IN A COLLEGE READING CLASS. (1963) 07 1 40

Ascertains that differences exist between students who dropped out of an eight-week reading improvement course and those who completed the program.

05 READING PERSONNEL

05.1 GENERAL

BADER, LOIS A. CERTIFICATION REQUIREMENTS IN READING: A TREND. (1975) 19 3 237

Provides data from a 1975 study of state certification requirements which indicates that 18 of the 51 certifying boards require secondary reading preparation for either permanent or temporary certification, representing a 100 percent increase over a similar 1973 study.

BURGETT, RUSSELL EDWARD, ROGER W. DODGE. IS THERE A DIFFERENCE BETWEEN LEARNING DISABILITY AND READING PERSONNEL? (1976) 19 7 540

Presents survey results from a random sampling of twenty Wisconsin school districts which indicate that learning disabilities and reading personnel are meeting the same responsibilities although differences exist in preparation and philosophical approaches.

CADENHEAD, KENNETH. WHAT ARE YOUR BELIEFS ABOUT READING INSTRUCTION? (1976) 20 2 121

Outlines nine steps in a group exercise for professionals designed to clarify and to elicit discussion about the teaching-learning process generally and reading instruction specifically.

CLINE, RUTH K.J. READING ABILITY AND SELECTION FOR TEACHER EDUCATION PROGRAMS. (1969) 12 8 634

Examines the usefulness of the Nelson Denny Reading Test as a selection criteria for teacher education programs and, using data from a University of Colorado sample, concludes the measure is a valid predictor.

KOLEDIN, LADONNA. RESPONSIBILITY FOR THE READING PROGRAM. (1960) 03 3 202

Comments on the need for reading instruction in content areas, making it a shared responsibility of all teachers with English and Language Arts carrying the greater share.

LETSON, CHARLES T. PROFESSIONAL STANDARDS IN READING. (1962) 05 2 130

Discusses the Code of Ethics and minimum standards for the professional training of reading specialists set up by the Professional Standards Committee of the International Reading Association.

SCHOTTENFELD, LORRAINE, FLORENCE MAGGIE LANG. READING RESOURCE CENTER: PROGRAMS AND PERSONNEL IN MODULAR SCHEDULING. (1973) 17 2 104

Describes the Reading Resource Center in a New York high school which utilizes modular scheduling and provides a fourfold, non-graded program.

05.2 ADMINISTRATORS

CLELAND, DONALD L. READING AND THE HIGH SCHOOL PRINCIPAL. (1966) 09 3 157

Explores the role of the principal in the reading program and discusses six essentials in the reading-administrator relationship.

RAUCH, SIDNEY J. ADMINISTRATORS' GUIDELINES FOR MORE EFFECTIVE READING PROGRAMS. (1974) 17 4 297

Emphasizes the significance of the administrators' role and offers suggestions for achieving administrative competence in providing leadership.

SANACORE, JOSEPH. EVALUATING ADMINISTRATIVE PERFORMANCE IN THE SCHOOL READING PROGRAM. (1977) 20 4 312

Maintains that the administrator is one of the key factors affecting the success of a reading program and presents an evaluative instrument designed to assess administrative performance in the school reading program.

SANACORE, JOSEPH. ENHANCING THE READING PROGRAM: ADMINISTRATIVE CONSIDERATIONS. (1974) 18 2 114

Suggests ways in which the principal can enhance the reading program in the areas of obtaining qualified personnel, inservice education, staff guidance, evaluation and informing and involving the community.

SANDERS, PETER L. IMPETUS, PARTICIPANT, FACILITATOR - A DEFINITION OF THE ADMINISTRATOR'S ROLE. (1971) 14 8 547

Emphasizes the role of the administrator in reading programs and maintains that school systems must recognize the importance of reading, define it in a meaningful way, and apply that definition in decisions affecting the instruction, evaluation, curriculum, and organization of the school.

TREMONTI, JOSEPH B. ADMINISTRATORS MUST IMPROVE READING PROGRAM. (1966) 09 4 232

Examines the role of administrators in the reading program, discusses challenges which must be met, and offers solutions to common problems.

05.3 SUPERVISORS/CONSULTANTS/SPECIALISTS

AHERN, PATRICIA RUSSELL, DARYL E. WHITE. A STATE READING CONSULTANT? WHAT DO YOU DO? (1974) 17 5 344

Discusses results of a JOURNAL OF READING questionnaire mailed to reading consultants. Discusses job responsibilities, experience and training, and problems and needs in reading.

BURGETT, RUSSELL, E. INCREASING THE EFFECTIVENESS OF THE READING SPECIALIST. (1976) 20 1 6

Delineates selling techniques which can be used by the reading specialist to gain acceptance by content area teachers and concludes that the specialist must develop rapport with his peers, become familiar with the special terminology of content fields, and develop a desire to fit the reading propositions into the content teacher's instructional concerns.

BURGY, DIANNE R. SUPERVISORY STRATEGY IN READING. (1974) 18 2 119

Outlines a conceptual model and time allocation schematic evolved from a reading coordinators experience throughout a school year.

BURMEISTER, LOU E. OBJECTIVES AND SOURCES IN TRAINING READING SPECIALISTS. (1971) 15 1 54

States qualifications for secondary reading teachers and secondary reading consultants in performance-based behavioral terms.

FREDERICK, E. COSTON. A MONSTER IN OUR MIDST. (1972) 16 1 10

Argues that the high school reading teacher should be concerned with developing reading as a pleasurable experience and with encouraging content area teachers to see reading as an essential skill for their students.

HALL, JOSEPH C. ROLE AND RESPONSIBILITY OF THE BLACK READING SPECIALIST. (1972) 16 3 207

Attempts to ascribe a unique role to the Black reading specialist including involvement in professional associations, research, recruiting and training more Black specialists, working with the community and serving as consultants.

HARKER, W. JOHN. GET YOUR MONEY'S WORTH FROM A READING CONSULTANT. (1973) 17 1 29

Presents a model for the role of a consultant in facilitating change in a reading program and indicates that the success of the consultant depends upon the extent to which he answers the conscious needs of teachers and administrators for specific information and responds to their needs for moral support.

HEITZMAN, ANDREW J., RICHARD H. BLOOMER. THE NEED FOR SPECIAL REMEDIAL TEACHERS. (1965) 09 1 30

Presents data from questionnaire responses of a random sample of New York State school superintendents regarding current staffing and projected needs for remedial reading teachers.

HESSE, KARL D., RICHARD J. SMITH, AILEEN NETTLETON. CONTENT TEACHERS CONSIDER THE ROLE OF THE READING CONSULTANT. (1973) 17 3 210

Analyzes results of an instrument to determine preferences for reading consultant responsibilities which was administered to administrative staff, content area teachers and the reading consultant of a Madison, Wisconsin senior high school.

KINDER, ROBERT FARRAR. STATE CERTIFICATION OF READING TEACHERS AND SPECIALISTS. (1968) 12 1 9

Presents data based on survey responses of state education certification officers which indicates a lack of adequate requirements for certification of reading teachers, specialists, consultants and supervisors.

LEGGITT, DOROTHY. PREPARING READING CLINICIANS IN A SUMMER SESSION. (1970) 13 5 355

Details objectives and procedures of a summer course that could be adapted to inservice.

ROBINSON, RICHARD D., BEVERLY J. SMITH. SECONDARY CONSULTANT: REMEDIAL TEACHER OF CONTENT TEACHERS. (1973) 16 6 440

Describes the four levels of accommodation made by content teachers and suggests appropriate responses by reading consultants.

STANCHFIELD, JO M. THE READING SPECIALIST IN THE JUNIOR HIGH SCHOOL. (1965) 08 5 301

Discusses the role of the reading specialist in relation to school organizational patterns and suggests the roles are: a reading teacher in a classroom, a reading specialist in a reading laboratory and a reading specialist advising regular classroom teachers.

05.4 TEACHERS:GENERAL

CASSIDY, JACK. LEGISLATIVE ACTIVITIES AND INVOLVEMENT - TEN TIPS FOR STATE COUNCILS. (1974) 18 2 140

Lists ten strategies which have proven successful to foster legislative involvement of I.R.A. state councils.

CAUGHRAN, ALEX M. THE TEACHER AND THE COPYRIGHT LAW. (1973) 17 1 8

Attempts to acquaint teachers with certain copyright cases and portions of judicial reasoning which have resulted in certain acts of copying being judged illegal. Includes the instrument THE TEACHER AND THE COPYRIGHT: TEST with correct answers and explanations.

NILES, OLIVE STAFFORD. BEHAVIORAL OBJECTIVES AND THE TEACHING OF READING. (1972) 16 2 104

Warns of dangers inherent in behavioral objectives and suggests some of the ways they can have a positive effect.

SHAW, PHILLIP B. FIRST COUSINS: COLLEGE READING SPECIALISTS AND FRESHMEN TEACHERS. (1960) 03 3 149

Discusses the role of college instructors teaching freshman students and suggests three basic teaching devices to improve their students' reading.

WUNDERLICH, ELAINE, MARY BRADTMUELLER. TEACHER ESTIMATES OF READING LEVELS COMPARED WITH IRPI INSTRUCTIONAL LEVEL SCORES. (1971) 14 5 303

Finds that five grade six teachers could not make accurate subjective judgments about their students' reading levels.

05.5 TEACHERS:PRESERVICE

ALLINGTON, RICHARD L. A RATIONALE FOR COMPETENCY-BASED EDUCATION OF READING TEACHERS. (1974) 17 7 517

Urges adoption of competency based teacher education containing multiple levels of objectives as a realistic method of improving teacher certification programs.

BADER, LOIS A. PREPARING FUTURE SECONDARY TEACHERS IN READING. (1972) 15 7 492

Describes a preservice program of clinical consulting, field service and course work in reading which develops content teachers who see reading instruction not as a burden but as an aid to effective teaching.

BIRKLEY, MARILYN. EFFECTING READING IMPROVEMENT IN THE CLASSROOM THROUGH TEACHER SELF-IMPROVEMENT PROGRAMS. (1970) 14 2 94

Presents the definition of reading and notes the five stages of reading development used in developing a graduate reading course.

BOEHNLEIN, MARY MAHER, THOMAS G. GANS. COMPETENCY IN TEACHING READING OF FIELD BASED AND ON-CAMPUS UNIVERSITY STUDENTS. (1975) 19 2 112

Compares post test scores on the Harp and Wallen Competency in Reading Test for 46 students enrolled in reading methods courses during the summer semester at Cleveland State University with those for 36 students who had participated in a field based program during the entire junior year. Analyses of variance and planned comparisons indicated a significant difference in favor of the field based group with no difference attributable to teaching experience.

BURNETT, RICHARD W., THOMAS R. SCHNELL. CBTE AND SECONDARY READING: A PHILOSOPHY AND RATIONALE. (1975) 18 7 544

Analyzes features of the Competency Based Teacher Education instructional movement, outlining implications for the education of secondary reading teachers.

COME, THOMAS V. GRADUATE COURSE: STATISTICS FOR ANYONE. (1971) 15 1 30

Comments on a statistical methods course, designed for persons with little mathematical skill, which emphasizes interpretation of computer output.

DAUZAT, SAM V. TEACHER PREPARATION AT THE GRADUATE LEVEL. (1971) 15 2 103

Offers a plea for change in teacher preparation including a performance-based program, learning modules and field-based experiences.

FLIGHT, DAVID. A REVIEW OF MODULAR PREPARATION FOR TEACHING READING. (1974) 18 2 153

Perceives the model presented for "A Professional Program for Preservice and Continuing Education" in MODULAR PREPARATION FOR TEACHING READING (IRA) as a strong adaptable framework within which a significant contribution to "training" reading teachers can be made.

GOUDEY, CHARLES E. PRESERVICE READING INSTRUCTION AT THE SECONDARY LEVEL: A PROGRAM OF INVOLVEMENT. (1970) 13 6 453

Describes a course developed to relate directly to students' needs by involving them in an actual classroom directed reading activity.

GRAY, MARY JANE. WHY NOT A PRE-IN-SERVICE READING PROGRAM? (1966) 10 1 33

Advocates showing student teachers in content areas how a school reading program works and how special reading personnel can help them.

GROFF, PATRICK J. SELF-ESTIMATES OF ABILITY TO TEACH READING. (1964) 08 1 70

Discusses a survey which indicated that student teachers felt they were better prepared to teach reading than any other subject.

GUSZAK, FRANK J. PRESERVICE PROGRAM IN THE CLASSROOM. (1971) 15 3 199

Recommends a tutoring program for student teachers that builds on their enthusiasm for practice teaching.

GUSZAK, FRANK J., WALLACE R. MILLS. PREPARATION OF A READING TEACHER: A PROGRAM METAMORPHOSIS. (1973) 16 6 444

Describes the five-year evolution of a reading methods course which involves practical work with children, and includes tutoring, communication skills and makes use of a communication center.

HARRIS, ALBERT J. HORSE-AND-BUGGY READING INSTRUCTION. (1971) 15 1 7

Suggests that we need to identify successful teachers at every level in order to analyze teaching techniques and to build models. Teaching methods should make use of tape recordings, film presentations, microteaching, and TV recordings to provide feedback for either new or experienced teachers.

KENNEDY, LARRY D., HOWARD G. GETZ. A COMPETENCY-BASED PRESERVICE SECONDARY READING PROGRAM. (1972) 16 1 15

Details the units of instruction, behavioral objectives and methods of instruction of a new competency-based program at Illinois State University.

MASON, GEORGE E., ROBERT A. PALMATIER. PREPARATION OF PROFESSIONALS IN READING. (1973) 16 8 637

Reports a shift in emphasis from remedial reading specialists to reading consultants who could help the classroom teacher and suggests that training practices should be reviewed in the light of this shift.

MAXWELL, MARTHA J. TRAINING COLLEGE READING SPECIALISTS. (1966) 10 3 147

Outlines a special graduate course, "Internship in College Reading and Educational Skills" for doctoral students majoring in college student personnel.

MC KEE, CATHERINE. A FABLE FOR STATE BOARDS OF TEACHER CERTIFICATION. (1964) 07 2 89

Comments satirically on the skills emphasis of the post sputnik era.

MOUR, STANLEY I. A NEW APPROACH TO AN OLD COURSE. (1964) 08 2 135

Reports the success of a course in the causes and correction of reading disability which used guest lecturers from related disciplines.

OSWALT, WILLIAM W.   OUT OF THE DILEMMA.   (1958) 01 4 16

Contends that reading courses must be included in every secondary teacher education program in order to prepare new teachers to do their share in improving developmental reading programs.

ROEDER, HAROLD H., MARCIA A. ROEDER.   ONE MILLION REASONS FOR IMPROVING PREPARATION OF SECONDARY TEACHERS.   (1974) 17 8 604

Submits results of a nationwide survey of accredited colleges and universities to indicate the number which required prospective secondary and junior high teachers to complete a course in the teaching of reading before being granted certification.

SMITH, RICHARD J., M. BERNICE BRAGSTAD.   PROVIDING FIELD EXPERIENCES FOR PROSPECTIVE CONSULTANTS.   (1970) 14 3 163

Lists ten activities provided by a field experience course for prospective high school reading consultants.

STRANG, RUTH.   PREPARATION FOR THE TEACHERS OF READING. (1960) 04 1 53

Surveys college and university courses on the teaching of secondary and college reading and concludes there are two major types of programs: one for high school and college teachers, the other for remedial reading teachers, consultants and clinicians.

SUMMERS, EDWARD G.   A SUGGESTED INTEGRATED READING OUTLINE.   (1965) 09 2 93

Presents an outline of readings developed to provide integrated readings on various topics as a broad introduction to the field of secondary reading.

VIOX, RUTH G. SUCCESSFUL PRACTICES IN A JUNIOR HIGH SCHOOL SUMMER READING PROGRAM. (1968) 11 4 285

Provides details of a summer program and successful follow-up. Elements were: setting goals, diagnosing pupils, organizing classes, using commercial materials, employing successful teaching techniques, reporting to parents, and evaluation of the program.

YARINGTON, DAVID J. A PERFORMANCE CURRICULUM FOR TRAINING READING TEACHERS. (1969) 13 1 21

Outlines behavioral objectives, performance criteria, instructional routes and credits for an ideal training course for reading teachers.

YARINGTON, DAVID J., BARNES BOFFEY. REPORT ON A PERFORMANCE CURRICULUM FOR TEACHER TRAINING. (1971) 15 2 115

Supports the idea that a greater level of choice in the teacher training program has resulted in a more individualized program thus allowing for greater flexibility.

ZAESKE, ARNOLD. TEACHER EDUCATION IN SECONDARY SCHOOL READING. (1959) 02 3 31

Contends that it is of prime importance for English majors to develop professional competence in teaching reading and lists some of the methods and equipment used in the teacher education program at St. Cloud State College.

05.6 TEACHERS:INSERVICE

BULLERMAN, MARY, E.J. FRANCO. TEACH CONTENT MATERIAL BUT TEACH READING TOO. (1975) 19 1 21

Describes a flexible training program implemented in the Hillsborough County, Florida, school system for the teaching of reading in the content areas which incorporates three components for inservice training and a college credit course.

BYRNE, JAMES A., ARTHUR S. MC DONALD, GEORGE A. SPACHE. TELEVISION TRAINING FOR READING TEACHERS. (1958) 01 2 46

Suggests that television may be used to bring a series of programs concerning improvement of reading to classroom teachers in secondary schools.

CUNNINGHAM, RICHARD C. RESURRECTING MEANINGFUL INSERVICE TRAINING. (1972) 15 7 485

Sketches a three-phase model for inservice training to meet the changing role of teachers.

DENNEY, PATTI. STARTING FROM SCRATCH. (1968) 11 4 271

Details an inservice program established to meet the need for reading teachers. The long-term, voluntary program included exploring and developing methods and materials, teacher planning of meetings, and research and an emphasis on diagnosis.

DRABA, ROBERT E. GUIDELINES FOR VIABLE INSERVICE EDUCATION. (1975) 18 5 368

Presents a set of guidelines for inservice teacher education emphasizing the importance of teacher initiation.

DULIN, KENNETH L. SKILL TRAINING FOR ALL SECONDARY TEACHERS. (1971) 15 2 109

Suggests that reading courses for secondary teachers should be tool-courses that enable the teacher to reach teaching goals.

ELKINS, DEBORAH, ELI SEIFMAN. TEACHERS SOLVE JUNIOR HIGH SCHOOL READING PROBLEMS IN A SUMMER WORKSHOP. (1965) 08 4 245

Describes a workshop that consisted of three integrated experiences: planning a curriculum and observing the plan in operation in a class, working with an individual student, and taking part in a daily seminar.

ESTES, THOMAS H., RALPH C. STAIGER. I.R.A. PROJECT CONPASS: AN OVERVIEW. (1973) 16 7 520

Lists the goals, methods and achievements of the four CONPASS teams.

HENRY, CLAIRE. THE ADMINISTRATION HELPS TEACHERS MAKE THE DIFFERENCE. (1977) 20 6 508

Details the beliefs which undergird, and the steps which built, a successfully operating reading centre for teachers in Memphis, Tennessee.

HERBER, HAROLD L. IN-SERVICE: ON WHOSE TIME? (1968) 12 2 109

Examines a "released-time" for inservice program concluding that full-day seminars with follow-up dissemination are more effective in initiating change than any "after school" program.

HERBER, HAROLD L. READING IN CONTENT AREAS: A DISTRICT DEVELOPS ITS OWN PERSONNEL. (1970) 13 8 587

Describes a program which trained content area teachers so they could serve as resource personnel for other teachers in the same discipline.

JAMES, SHIRLEY M. MAKING TEACHER RENEWAL RELEVANT. (1976) 19 4 320

Contends that graduate and inservice programs must be restructured in terms of realistic classroom situations and offers a number of suggested changes.

MC CRACKEN, ROBERT A. SUPERVISION OF READING INSTRUCTION IN THE JUNIOR HIGH SCHOOL (1968) 11 4 276

Details a long-term continuing education program aimed at improving reading instruction. Extensive evaluation was conducted and guidelines for similar programs are included.

MILLER, LYLE L. TEACHERS, TOO, CAN IMPROVE THEIR READING. (1958) 01 4 70

Describes briefly a summer credit course in Methods of Increasing Reading Efficiency offered by the University of Wyoming.

NAGLE, JOHN E. STAFF DEVELOPMENT: DO IT RIGHT. (1972) 16 2 124

Enumerates the common errors and suggests ways of planning and evaluating inservice programs.

OSBURN, BESS. SHOCK TREATMENT INSERVICE PROGRAM ADDS NEW LIFE TO READING PROGRAM. (1974) 18 2 122

Advocates directing the attention of content teachers to their own reading processes in order to develop an awareness of the dynamics involved in reading.

SAWYER, RITA, LUCILLE B. TAYLOR. EVALUATING TEACHER EFFECTIVENESS IN READING INSTRUCTION. (1968) 11 6 415

Describes a long-term inservice project in reading which culminates in the evaluation of teaching practice and degree of change. Characteristics of the program were: self evaluation, leadership training, learning on-site, follow-up and consultation.

SCHIRMER, GENE, GARY B. NAVARRE. EVALUATING A SUMMER SEMINAR. (1968) 12 3 234

Evaluates the effects of a remedial reading seminar for ten secondary teachers and 26 disabled readers noting an improvement in skills if not in attitudes.

SCHLEICH, MIRIAM. GROUNDWORK FOR BETTER READING IN CONTENT AREAS. (1971) 15 2 119

Describes two specific programs to improve the teaching of reading and makes five recommendations that would lead to better secondary reading programs.

SHEPHERD, DAVID L. HELPING SECONDARY SCHOOL TEACHERS GAIN COMPETENCE IN TEACHING READING. (1958) 01 2 33

Describes the approach used for inservice training for high-school teachers by the Reading Center in Charlotte, North Carolina, as demonstrations, coordination of classroom work with remedial techniques and workshops. Includes an extensive bibliography.

SMITH, RICHARD J., BERNICE BRAGSTAD, KARL D. HESSE. TEACHING READING IN THE CONTENT AREAS- AN INSERVICE MODEL. (1970) 13 6 421

Suggests an inservice program to explain the total-school approach to developmental reading.

SMITH, RICHARD J., WAYNE OTTO. CHANGING TEACHER ATTITUDES TOWARD TEACHING READING IN THE CONTENT AREAS. (1969) 12 4 299

Examines the effects of a personal reading improvement course in five two-hour sessions for twenty volunteer high school teachers. Results were inconclusive.

STANCHFIELD, JO M., MEL WISEMAN. COGNITIVE SKILLS DEVELOPMENT FOR SECONDARY ENGLISH TEACHERS. (1974) 18 1 34

Describes the development and implementation of a skills instructional program to give a group of English teachers specific direction for teaching reading skills. Evaluative data is included.

STILES, HELEN L. INSERVICE TRAINING FOR THE SQ3R READING-STUDY METHOD. (1963) 06 2 126

Describes an inservice training course which consisted of five hours of direct instruction in the SQ3R study skills method as applied to the various content areas.

TUCKER, JOSEPH, IRVING TUMARKIN. REMEDIAL READING AND INSTRUCTOR TRAINING PROGRAM FOR THE SEAFORD COMMUNITY. (1968) 11 6 419

Describes a program established to draw on a variety of educational specialists and to offer an inservice training program for reading teachers. Positive results accrued for pupils and teachers.

WIGGINS, PHYLLIS WYNN. THE READING TEACHER: HEART OF THE CURRICULUM. (1972) 15 7 482

Describes a successful program which places the reading teacher in the center of curriculum planning so that students develop reading and learning skills in all subject areas.

05.7 TEACHERS:ATTITUDES/ROLE/QUALIFICATIONS

ATKINSON, LINDA B. BLACK COLLEGE READING TEACHERS' DUAL ROLE. (1973) 16 8 612

Sees the dual role as relating to Black students and teaching the skills needed to succeed in college. Suggests solutions to a variety of problems.

BACHNER, SAUL. TEACHING READING AND LITERATURE TO THE DISADVANTAGED PART 111 - PRACTICE: THE TEACHER. (1974) 18 2 136

Synthesizes literature calling for strengths, sensitivity and literary qualities in teachers of the disadvantaged.

BRAAM, LEONARD S., JAMES E. WALKER. SUBJECT TEACHERS' AWARENESS OF READING SKILLS. (1973) 16 8 608

Demonstrates through a questionnaire the wide differences between content area teachers, administrators, and reading teachers in their perception and knowledge of reading skills.

BRAAM, LEONARD S., MARILYN A. ROEHM. SUBJECT-AREA TEACHERS' FAMILIARITY WITH READING SKILLS. (1964) 07 3 188

Presents results of a survey which indicates a considerable discrepancy between subject-area teachers' knowledge of reading skills and that of reading experts. Concludes that communication between the two is not effective.

BROWN, FLORA MORRIS. BECOMING A READING TEACHER ON SHORT NOTICE. (1972) 15 4 286

Provides nine concrete suggestions for unprepared teachers thrust into the reading teacher role.

CHEEK, MARTHA. FLORIDA LEGISLATION SUCCESS STORY. (1974) 18 2 143

Summarizes experiences in Florida following only one year of real legislative activity related to reading and includes specific suggestions for gaining support for proposed legislation and steps to be followed in lobbying.

EARLY, MARGARET J. THE MEANING OF READING INSTRUCTION IN SECONDARY SCHOOLS. (1964) 08 1 25

Explains that secondary reading instruction involves the integration of direct reading instruction and the application of reading skills in content areas. Insists that reading teachers, consultants and subject specialists are all needed to make such a program work.

ESTES, THOMAS H., DOROTHY PIERCEY. SECONDARY READING REQUIREMENTS: REPORT ON THE STATES. (1973) 17 1 20

Presents data from a national survey which reports that only four states require training in reading education for certification of all secondary teachers and suggests that teacher preparation courses and guided independent study could equip content area teachers to cope with reading problems in their classrooms. A model content area reading lesson is included.

FRY, EDWARD B., LILLIAN R. PUTNAM. SHOULD ALL TEACHERS TAKE MORE READING COURSES? (1976) 19 8 614

Presents a letter from the Certification Committee of the New Jersey Reading Teachers' Association to the state board of education in New Jersey regarding a proposal for a six credit reading certification requirement for all teachers.

GARRY, V.V. COMPETENCIES THAT COUNT AMONG READING SPECIALISTS. (1974) 17 8 608

Compares the perceptions of specialized reading personnel regarding the relative importance of fifty task competencies with the adequacy of their graduate preparatory programs in developing these competencies.

JOHNSON, DALE D. LINGUISTICS AND READING: WHAT'S HAPPENING? (1972) 16 2 133

Argues that linguistic preparation for teachers of reading is needed.

KLAUSNER, DOROTHY CHENOWETH. SCREENING AND DEVELOPMENT OF THE REMEDIAL READING TEACHER. (1967) 10 8 552

Views the role of personality attributes of the remedial reading teacher and offers suggestions for inservice training.

KOENKE, KARL. WHAT DO THEY MEAN BY SAYING "WE WANT A READING SPECIALIST"? (1975) 18 8 606

Examines comments accompanying questionnaire responses of English department chairmen in 664 Illinois secondary schools to determine what needs they see a reading specialist as fulfilling.

LAMBERG, WALTER J., JOSEPH L. MC CALEB. PERFORMANCE BY PROSPECTIVE TEACHERS IN DISTINGUISHING DIALECT FEATURES AND MISCUES UNRELATED TO DIALECT. (1977) 20 7 581

Reports the results of a study investigating responses made by prospective teachers when conducting informal oral reading inventories with students whose oral reading exhibited some features of Black dialect.

MARANI, S. DONALD. THE READING WHO? (1970) 13 7 519

Indicates how a reading teacher moved out of isolation and into regular classrooms.

MIKULECKY, LARRY J., JERILYN K. RIBOVICH. READING COMPETENCE AND ATTITUDES OF TEACHERS IN PREPARATION. (1977) 20 7 573

Examines attitudes, habits, and competence in reading of reading teachers and suggests that little research has been done to determine how and why a positive attitude toward reading facilitates reading performance and engenders positive attitudes among students.

MUELLER, DORIS L. TEACHER ATTITUDES TOWARD READING. (1973) 17 3 202

Reports results of a questionnaire concerning leisure time activities administered to two reading methods classes involving twenty graduate and twenty undergraduate students. Subjects appeared to mildly value reading in their lives.

PAINTER, HELEN W. THE TEACHER'S ROLE IN THE DEVELOPMENT OF LIFETIME READING HABITS OF SECONDARY SCHOOL STUDENTS. (1965) 08 4 240

Explains that the key to the building of lifetime reading habits lies with an interested, perceptive teacher who helps students with basic reading skills. Describes the qualities and activities of such a teacher.

PATTERSON, WALTER G. THE ROLE OF THE CLASSROOM TEACHER IN HELPING STUDENTS IMPROVE IN READING. (1958) 01 4 31

Surveys the reactions of classroom teachers to twelve generalizations related to their participation in supplementing the formal reading program and to 23 practical suggestions designed to be used in helping students improve their reading.

POWER, MARIAN E. "NEW STUDENTS" MEAN CHANGE FOR COLLEGES. (1976) 20 3 237

Raises a series of questions regarding the role of the colleges vis-a-vis the new student body classified as "disadvantaged".

RUSSELL, SHELDON N. A CRUCIAL PROBLEM FACING SECONDARY EDUCATION. (1974) 17 8 600

Contends that support for the secondary reading specialist and development of a competent reading staff is essential to deal with the problems of secondary students reading at the elementary level.

SCHNELL, THOMAS R. THE COMMUNITY COLLEGE READING TEACHER: A PROFILE. (1974) 18 1 8

Presents data from a mail survey of members of the International Reading Association Special Interest Group for Two-Year Colleges which reveals that the composite person working in this type of position is a female, 45 or older, highly educated and experienced in teaching, and who feels that her experience has been more valuable than formal course work. Includes suggestions from recipients for additional courses to improve training.

SHAW, DARLA H. SERVING THE ENTIRE STUDENT BODY IN READING. (1974) 18 3 203

Lists twenty services in addition to the traditional remedial, testing and supervision, which as a key resource person, the high school reading teacher can provide.

TILLSON, WILLIAM. A BACKWARD GLANCE. (1960) 03 4 273

Reminisces about the experiences of learning to read and of teaching that skill to college students. Describes the trauma of reading and editing journal reviews.

VAUGHAN, JOSEPH L. JR. A SCALE TO MEASURE ATTITUDES TOWARD TEACHING READING IN CONTENT CLASSROOMS. (1977) 20 7 605

Presents a scale, tested for construct validity, to assess teacher attitudes toward reading instruction in content fields.

WIGGINS, PHYLLIS WYNN. THE READING TEACHER: HEART OF THE CURRICULUM. (1972) 15 7 482

Describes a successful program which places the reading teacher in the center of curriculum planning so that students develop reading and learning skills in all subject areas.

ZIEBEL, BEBE. THE READING TEACHER AS GUIDANCE COUNSELOR. (1974) 18 1 44

Asserts that training in counseling techniques is desirable in the preparation of reading teachers so that in working with the adolescent disabled reader, the use of self-defeating behaviors can be minimized leaving the student more open and able to improve his reading skills.

05.8 PARAPROFESSIONALS/TUTORS/PARENTS

BEAN, RITA, CATHERINE LUKE. AS A TEACHER I'VE BEEN LEARNING. (1972) 16 2 128

Describes details of a tutoring program and reports and categorizes students' responses.

COHN, MAXINE D. PAIRING OF REMEDIAL STUDENTS. (1970) 14 2 109

Claims several values of shared-learning situations for remedial students.

CRISCUOLO, NICHOLAS P. REACHING UNREACHABLE PARENTS. (1974) 17 4 285

Offers five suggestions which have been successful in New Haven to involve innercity parents in the reading program.

HANTLA, JOHN CARTER. HAPPINESS IS. (1971) 14 4 244

States that improved reading ability, better attitudes to themselves and school, and general improvement in other classes were benefits gained by freshmen tutored by senior students in a one-to-three relationship. The method also describes benefits derived by the tutors and the developmental reading teacher.

MC CORD, HALLACK. IMPROVING READING ABILITY THROUGH COMBINED TUTORING AND HYPNOTHERAPY. (1964) 07 2 142

Employs a case study approach to examine the use of hypnosis in a tutoring situation.

MC WHORTER, KATHLEEN T., JEAN LEVY. THE INFLUENCE OF A TUTORIAL PROGRAM UPON TUTORS. (1971) 14 4 221

Investigates the effect of tutoring on college student tutors and reveals that tutors' reading improved as much or more than that of the first grade tutees.

MORAN, PATRICK J. COMMONSENSE GUIDELINES FOR TUTORING. (1976) 19 5 370

Provides guidelines for teachers and coordinators working with tutors, stating that tutoring is valuable whenever an individual approach seems appropriate although several restrictions must be considered.

NEWMAN, HAROLD. JOB COUNSELING AND READING. (1965) 09 2 106

Describes a program to assist college tutors initially not equipped for working with dropouts, to improve reading skills of youths in a Job Counselling Center.

NEWTON, EUNICE SHAED. TRAINING THE VOLUNTEER READING TUTOR. (1965) 08 3 169

Presents a rudimentary syllabus for training volunteer tutors in a developmental-instructional rather than a remedial-clinical approach.

PELLEGRENE, TOM JR., FRANCES E. DICKERSON. STUDENT TUTORS ARE EFFECTIVE. (1977) 20 6 466

Describes the benefits accruing to tutor and tutee in a program using high school students as tutors for their peers who are experiencing difficulties with reading.

RENFRO, MARILYN J. HIGH SCHOOL STUDENTS HELP CHILDREN IN SPECIAL COURSE. (1975) 19 3 241

Describes a student service program (SSP) in Quitman, Georgia, where selected high school seniors and juniors earn credits working in primary grade classrooms under the guidance of regular classroom teachers.

RIST, RAY C. BLACK STUDIES AND PARAPROFESSIONALS - A PRESCRIPTION FOR AILING READING PROGRAMS IN URBAN BLACK SCHOOLS. (1971) 14 8 525

Reports significant improvement among black students offered a course in Black Studies utilizing black paraprofessionals.

ROSSMAN, JEAN F. REMEDIAL READERS: DID PARENTS READ TO THEM AT HOME? (1974) 17 8 622

Explores correlations between reading and other aspects of a student's experience and imagination using data from a questionnaire administered to 261 students with reading deficiencies in New Haven, Connecticut.

SEIGLER, HAZEL G., MALCOLM D. GYNTHER. READING ABILITY OF CHILDREN AND FAMILY HARMONY. (1960) 04 1 17

Uses Leary's Interpersonal Check List, to compare parents of children with reading difficulties and parents of children without reading difficulties with respect to self-descriptions, attitude toward one another, and attitudes toward children.

THAYER, J.A. JOHNNY COULD READ -WHAT HAPPENED? (1970) 13 7 501

Tests hypotheses that poor reading scores can be a result of difficulties in the home and would be improved through group counseling with the students and their mothers. Results suggest that reading may be a symptom of other problems which need separate treatment.

YUTHAS, LADESSA JOHNSON. STUDENT TUTORS IN A COLLEGE REMEDIAL PROGRAM. (1971) 14 4 231

Indicates the value of a Reading-English remedial program for College Freshmen in preventing drop outs and concludes that student supervisors were equally effective as faculty supervisors.

06 READING SKILLS

06.1 GENERAL

ARTLEY, A. STERL, R.L. BURTON, DAWN COOK. PERCEIVED VERSUS MEASURED READING SKILLS. (1973) 16 4 318

Reports on a study of self-perception in reading among college freshmen and shows that perception correlates with standardized reading scores.

CHERIS, BARBARA H., HENRY R. AUSTIN. SILENT READING AIDS ORAL READING. (1963) 06 4 243

Reports improvements in speed and accuracy of oral reading by students enrolled in a radio and television speaking course after they had completed a reading improvement course.

DILLNER, MARTHA H. AFFECTIVE OBJECTIVES IN READING. (1974) 17 8 626

Elaborates selected components of the affective domain considered particularly important: (1) attending behavior, (2) receiving beha[illegible] (3) valuing behavior and (4) evaluating behavior.

EARLY, MARGARET J. THE MEANING OF READING INSTRUCTION IN SECONDARY SCHOOLS. (1964) 08 1 25

Explains that secondary reading instruction involves the integration of direct reading instruction and the application of reading skills in content areas. Insists that reading teachers, consultants and subject specialists are all needed to make such a program work.

FRANKEL, JILL CATHERINE. READING SKILLS THROUGH SOCI
STUDIES CONTENT AND STUDENT INVOLVEMENT. (1974) 18 1 23

Relates experiences teaching seventh grade social studies whe
content was combined with critical reading and communicati
skills by using flexible multilevel lessons incorporati
involvement and success.

HALFTER, IRMA T., FRANCES M. DOUGLASS. "INADEQUATE" COLLEG
READERS. (1958) 01 4 42

Defines college reading as a thinking skill rather than a
comprehension skill and contends that while training should be
closely linked to content areas it should not be turned over to
content instructors but remain the province of the reading
specialist.

HARRIS, ALBERT J. RESEARCH ON SOME ASPECTS OF COMPREHENSI
RATE, FLEXIBILITY, AND STUDY SKILLS. (1968) 12 3 205

Reviews some significant research involving the relationsh
between comprehension and selected skills.

JOHNSON, LAURA S. THE NEWSPAPER: A NEW TEXTBOOK EVERY DAY -
PART II. (1969) 13 3 203

Describes ways in which the newspaper can be used both
motivate students in a remedial reading program and to improv
their vocabulary, comprehension, and writing skills.

LARSEN, JANET J., CHESTER E. TILLMAN, A. GARR CRANNEY. TRE
IN COLLEGE FRESHMAN READING ABILITY. (19[illegible]) 19 5 367

Examines results of the Diagnostic Reading Test, administered
each entering freshman class from 1960 to 1970 at the Univers
of Florida using the One Sample Runs Test to dete
significant systematic changes. Concludes that reading abil
was highly stable over the eleven-year period.

LEVINE, ISIDORE. THE LIMITS OF INDIVIDUAL READING. (1966) 10 3 156

Urges that each subject teacher, rather than a reading specialist, be responsible for developing adolescents' reading skills.

MALMQUIST, EVE. AN INTERNATIONAL OVERVIEW OF PRIMARY READING PRACTICES. (1975) 18 8 615

Outlines some major developments in reading research and practices in Europe and Asia.

MARTENS, MARY. THE ROLE OF A PACER IN IMPROVING COMPREHENSION. (1961) 04 2 135

Uses two matched groups of 24 grade seven, eight or nine students to investigate the effects of pacer training on comprehension. Results of analyses of variance and covariance indicated no significant differences between the two groups.

OLSON, ARTHUR V. PHONICS AND SUCCESS IN BEGINNING READING. (1963) 06 4 256

Presents experimental evidence of the relationship between success in first-grade reading and early teaching of sounds and letter names.

RAMSEY, WALLACE. A STUDY OF SALIENT CHARACTERISTICS OF PUPILS OF HIGH AND LOW READING ABILITY. (1962) 05 2 87

Investigates differences between good and poor readers in grades four, five and six in the areas of reading interest, fondness for reading, awareness of reading weaknesses and needs, and liking for subjects requiring reading.

SCHWARTZ, ELIZABETH. SLOW READERS CAN ENJOY ORAL READING. (1968) 12 2 139

Describes success with a program in which remedial reading students in junior high school working with resource teachers made tapes for elementary "listen-and-read" programs.

TREMONTI, JOSEPH B. RESPONSIBILITIES OF THE SECONDARY SCHOOL TEACHER IN THE READING PROGRAM. (1964) 07 4 290

Synthesizes recent literature on the role of content teachers in the reading program.

VACCA, RICHARD T. READINESS TO READ CONTENT AREA ASSIGNMENTS. (1977) 20 5 387

Ties the concept of readiness to Ausubel's theory of "meaningful reception learning" and contends that a structural overview is needed to help learners link what they know to what they will study.

WOZENCRAFT, MARIAN. READING PROBLEMS: YESTERDAY AND TODAY. (1962) 05 4 227

Compares modern and late nineteenth century viewpoints on vocabulary control in beginning reading and in textbooks, and reference reading in the content areas.

06.2 WORD SKILLS

BETTS, EMMETT ALBERT. WANTED: REFORM IN ORTHOGRAPHIES. (1973) 17 2 136

Stresses an urgent need for an interdisciplinary approach to the experimental evaluation of orthographic symbols for both stressed and unstressed syllables and summarizes principles, premises and opinions which require empirical assessment.

BRULAND, RICHARD A. LEARNIN' WORDS: EVALUATING VOCABULARY DEVELOPMENT EFFORTS. (1974) 18 3 212

Discusses the importance of learning factors, method and responsibility in evaluating the vocabulary development process.

BURMEISTER, LOU E. VOCABULARY DEVELOPMENT IN CONTENT AREAS THROUGH THE USE OF MORPHEMES. (1976) 19 6 481

Supports morphology as a means of vocabulary development in content areas and suggests a number of activities which one might utilize.

CHANCE, LARRY L. USING A LEARNING STATIONS APPROACH TO VOCABULARY PRACTICE. (1974) 18 3 244

Advocates the use of learning stations for vocabulary development and describes eight possibilities.

COLLIER, EUGENIA W. WORD CHALLENGE, A VOCABULARY GAME. (1958) 01 3 65

Describes the purpose, rules of play and benefits of a game played with vocabulary cards.

CRIST, BARBARA I. ONE CAPSULE A WEEK - A PAINLESS REMEDY FOR VOCABULARY ILLS. (1975) 19 2 147

Describes a ten-week voluntary non-credit vocabulary course for disadvantaged college freshmen with words presented in ten groups representing the most frequently mentioned topics of conversation: food, sex, sleep, entertainment, money, personality, family, study and politics. Includes word lists.

DOWNES, MILDRED GIGNOUX. LOGOPHOBIA, ITS SYMPTOMS AND TREATMENT. (1958) 01 3 13

Defines logophobia as hatred of words, provides examples of typical reactions of logophobes, and suggests making "doing" an organic part of reading as a remedy for logophobia.

FIEHLER, RUDOLPH. A QUESTION OF STRUCTURE IN THE SPELLING OF CERTAIN SUFFIXES. (1960) 03 3 205

Examines the concept of language structure as an aid to developmental reading.

FIEHLER, RUDOLPH. ANALYSIS OF VOWEL SPELLINGS IN THE 500 MOST-USED WORDS. (1958) 02 1 14

Classifies 500 words from the original Thorndike Word List into 24 consistent patterns for the vowels.

FRY, EDWARD. DO-IT-YOURSELF TERMINOLOGY GENERATOR. (1968) 11 6 428

Comments humorously on the proliferation of terminology used to categorize learning disabilities.

GOODMAN, KENNETH S. DECODING - FROM CODE TO WHAT? (1971) 14 7 455

Re-examines the concept of decoding with concern for meaning.

GOULD, SANDRA M. SPELLING ISN'T READING BACKWARDS. (1976) 20 3 220

Uses psycholinguistic theory as a basis to examine three major questions: How are reading and spelling related? Is English spelling predictable? How can teachers of reading also foster spelling awareness?

HEAVEY, REGINA. VOCABULARY DEVELOPMENT FOR THE COLLEGE BOUND. (1963) 06 4 281

Discusses the vocabulary development of high school students with an emphasis on independent learning.

HEYS, FRANK,JR. MEANS OF VOCABULARY DEVELOPMENT. (1963) 06 2 140

Argues the importance of insuring that a student uses words correctly and increases the number of words in his vocabulary. Asserts that the context and connotation of the words are important factors.

JACKSON, JEANNE R., HENRY DIZNEY. INTENSIVE VOCABULARY TRAINING. (1963) 06 4 221

Reports an experimental study to evaluate the effects of an intensive vocabulary program upon reading achievement of twelfth grade college-preparatory English students.

JOHNSON, HARRY W. A SINGLE PROCEDURE FOR THE DEVELOPMENT OF MEANING VOCABULARY, SIGHT VOCABULARY, OR FOREIGN VOCABULARY. (1961) 04 3 174

Describes a four-phase word attack technique which students confronted by new words will find useful.

JOHNSTON, J. HOWARD, EDWARD PARADIS. THE LONGEST TOME BEGINS WITH A SINGLE PHONEME. (1975) 18 5 376

Urges the involvement of content area teachers in developing word recognition skills. Includes suggestions for material preparation and use.

KINGSTON, ALBERT J. VOCABULARY DEVELOPMENT. (1965) 08 4 265

Summarizes research on vocabulary development. Concludes that instruction in vocabulary should move from the concrete toward the abstract and from the simple to the more complex. Includes eight specific instructional suggestions.

KNIGHT, DAVID W., PAUL BETHUNE. SCIENCE WORDS STUDENTS KNOW. (1972) 15 7 504

Offers a list of science words recognized at various grade levels and gives four suggestions for its use.

LA PRAY, MARGARET, RAMON ROSS. THE GRADED WORD LIST: QUICK GUAGE OF READING ABILITY. (1969) 12 4 305

Presents the San Diego Quick Assessment graded word list and outlines its use as a measure of reading ability for high school and adult students with poor decoding skills.

LANGER, JOHN H. VOCABULARY AND CONCEPT DEVELOPMENT. (1967) 10 7 448

Reviews relevant literature and delineates the relationship of vocabulary to concepts and the conceptual process.

LIVINGSTON, HOWARD. MYTHS WE TEACH BY. (1966) 10 2 123

Provides a model for the teaching of vocabulary which takes into account that the dictionary cannot supply for a word the meaning of that word in any specific sentence.

LOVE, HAROLD D. AN EXPERIMENTAL PHONICS PROGRAM VERSUS A CONTROLLED INTEGRAL READING PROGRAM. (1961) 04 4 280

Found that a workbook and special drill approach to phonics used with an experimental group was no more effective than the whole method used with a control group. Concludes that many phonics facts are better learned through experience and observation and that while phonics is an important skill, it should be integrated into the whole reading program and never be used as an end in itself.

MANZO, A.V. CAT- A GAME FOR EXTENDING VOCABULARY AND KNOWLEDGE OF ALLUSIONS. (1970) 13 5 367

Gives instructions for playing Cultural Academic Trivia.

MARZANO, ROBERT J., NORMA CASE, ANNA DEBOOY, KATHY PROCHORUK. ARE SYLLABICATION AND READING ABILITY RELATED? (1976) 19 7 545

Correlates syllabication and comprehension gain scores of the STANFORD DIAGNOSTIC READING TEST, Level II, Forms W and X for 275 corrective and developmental reading students in Colorado middle schools finding only a slight relationship.

MAXWELL, MARTHA J. A SELF-HELP APPROACH TO BETTER SPELLING. (1963) 06 2 134

Reports on an individualized college spelling improvement program where the responsibility for improvement, rate of progress and nature of the work accomplished is placed on the student.

REILLEY, ROBERT R. SOME THOUGHTS ON VOCABULARY DEVELOPMENT. (1959) 02 4 64

Advocates a "multi-dimensional" approach to vocabulary development based on ten suggested features.

RODGERS, DENIS. WHICH CONNECTIVES? SIGNALS TO ENHANCE COMPREHENSION. (1974) 17 6 462

Reports a random sampling of frequency and types of connectives used in content area textbooks and suggests that a knowledge of connectives enhances comprehension.

RONAN, EILEEN FITZPATRICK. WORDS, THE MEASURE OF A MAN. (1965) 09 1 34

Emphasizes the role of vocabulary in college success.

SCHUBERT, DELWYN G. TEACHERS AND WORD ANALYSIS SKILLS. (1959) 02 4 62

Reports the results of a study which reveal that a substantial number of primary and secondary teachers do not possess knowledge of certain basic principles of word analysis.

TASCHOW, HORST G. THE USEFULNESS OF FIVE BASIC WORD LISTS IN TEACHING ADULTS TO READ. (1977) 20 5 377

Compares materials adults generally need to read with words contained in five commonly used word lists.

THOMPSON, ERNEST. THE "MASTER WORD" APPROACH TO VOCABULARY TRAINING. (1958) 02 1 62

Presents a list of fourteen key words having Latin or Greek roots, suffixes, and prefixes and describes its use in aiding adult students to expand their vocabulary.

THOMPSON, RUBY L. WORD POWER: HOW TO USE WHAT THEY LIKE TO GIVE THEM WHAT THEY NEED. (1971) 15 1 13

Recommends, as a vocabulary building technique, an entry to areas of concern, and an approach to other methods of word study, having students introduce and defend new vocabulary items for a class word list.

VON HORN, ARLENE, EDITH JANES. A CITY-WIDE VOCABULARY PROJECT FOR NINTH-GRADE STUDENTS. (1967) 10 7 476

Describes a pilot study in vocabulary development instituted in grade nine English classes. Samples of pre and post tests, weekly lessons, student record forms, and teacher evaluation forms are included.

WALSH, EDWINA. LETTERMAN: A PHONICS GAME. (1971) 14 4 241

Explains procedures for and benefits of, a phonics game for use in elementary or junior high school grades.

WARNER, JOHN R. THE INADEQUACIES OF VOCABULARY WORDBOOKS. (1959) 02 2 54

Identifies specific inadequacies in vocabulary workbooks and offers an alternate approach to building vocabulary.

WARNER, TIMOTHY P. VOCABULARY: MAKE IT A STIMULANT, NOT A DEPRESSANT. (1972) 15 8 590

Recommends the study of word origins (etymology) to make vocabulary development exciting and interesting.

WOLF, HELEN S. A STRUCTURE APPROACH TO PRONOUNCING UNFAMILIAR WORDS. (1974) 17 5 356

Presents a structural approach consisting of six guides which do not require distortion of the word's appearance. The reader is able to come close enough to a word's pronunciation to match it with words in his listening vocabulary and obtain the meaning quickly from context.

ZAESKE, ARNOLD. WORKING WITH SUFFIXES. (1965) 08 3 211

Presents a list of suffixes organized as to their grammatical and meaning functions. Explains the usefulness of the list in instruction, and gives sample exercises.

06.3 COMPREHENSION SKILLS

ALEXANDER, CLARA FRANKLIN. STRATEGIES FOR FINDING THE MAIN IDEA. (1976) 19 4 299

Provides a set of strategies derived from experience in a reading program for open admissions college students.

AMES, WILBUR S. THE USE OF CLASSIFICATION SCHEMES IN TEACHING THE USE OF CONTEXTUAL AIDS. (1970) 14 1 5

Reviews briefly the literature on contextual aids, recommends new areas for research, and suggests teaching strategies which de-emphasize classification schemes in favor of informal discussions.

ATWATER, JOAN. TOWARD MEANINGFUL MEASUREMENT. (1968) 11 6 429

Investigates informally, eleven reading improvement workbooks in order to clarify reading comprehension. Suggests a working definiton of comprehension, and an adequate method of testing more significant levels of comprehension, are needed.

AXELROD, JEROME. GETTING THE MAIN IDEA IS STILL THE MAIN IDEA. (1975) 18 5 383

Presents some new views on the improvement of teaching main idea by offering multiple choice exercises.

BEACH, RICHARD. CONCEIVING OF CHARACTERS . (1974) 17 7 546

Advocates that literature instruction for average or above average high school students should deal directly with various strategies and methods of conceiving of characters, emphasizing a number of essential comprehension skills.

BEIL, DRAKE. THE EMPEROR'S NEW CLOZE. (1977) 20 7 601

Specifies six objectives for the most advantageous use of Cloze materials tailored to the needs of the students in a given classroom.

BERG, PAUL C., VICTOR M. RENTEL GUIDES TO CREATIVITY IN READING. (1967) 10 4 219

Considers the relationship of creativity to such variables as intelligence, personality and other aptitudes as a background to its possible relationship to reading.

BLOOMER, RICHARD H. THE CLOZE PROCEDURE AS A REMEDIAL READING EXERCISE. (1962) 05 3 173

Describes an experimental investigation of the use of the Cloze procedure as a remedial reading teaching technique for college students. Reports greater gains in comprehension among students instructed by the Cloze technique.

BORMUTH, JOHN R. COMPARABLE CLOZE AND MULTIPLE-CHOICE COMPREHENSION TEST SCORES. (1967) 10 5 291

Provides a frame of reference within which the size of a cloze score may be interpreted by determining comparable scores on cloze and multiple choice tests.

BRAAM, LEONARD S., ALLEN BERGER. EFFECTIVENESS OF FOUR METHODS OF INCREASING READING RATE, COMPREHENSION, AND FLEXIBILITY. (1968) 11 5 346

Finds that paperback scanning is consistently superior to using a tachistoscope, a controlled reader, or controlled pacing for increasing reading rate and flexibility.

CAMERON, JACK R. READ CRITICALLY - OR JOIN THE MOB. (1968) 12 1 24

Advocates the emphasis of critical reading skills and the differentiation between informational and imaginative reading.

CARPENTER, TERYLE W., YVONNE JONES. IMPROVING COMPREHENSION AND RATE GAIN AT THE COLLEGE LEVEL. (1975) 19 3 223

Assesses comprehension and rate gains of students enrolled in Clemson University reading improvement courses. Analyses of variance of gain score data for 109 students indicated significant gains in reading skills and support for the sequential, individualized approach followed.

CARTER, BETTY B. HELPING SEVENTH GRADERS TO UNDERSTAND FIGURATIVE EXPRESSIONS. (1977) 20 7 553

Reports the results of a test which shows that figurative language may confuse rather than aid the reader and urges teachers to assess their students' understanding of idioms.

CHAPMAN, CARITA A. TEACHING COMPREHENSION TO THE DISABLED READER. (1976) 20 1 37

Defines the comprehension skills most useful to a disabled reader and suggests techniques for teaching these skills in the classroom.

CHINN, JACQUELINE. DOGGEDLY DETERMINED TO TEACH READING. (1975) 18 8 599

Points out that college students with reading deficiencies can more easily be led to understand that reading is a complex process worthy of their best efforts if the introduction involves something uncomplicated.

CLEARY, DONNA MC KEE. READING WITHOUT VOWELS: SOME IMPLICATIONS. (1976) 20 1 52

Discusses a study designed to aid high school students in drawing conclusions about their own reading strategies, including the use of context. Psycholinguistic theories of reading and the work of K.S.Goodman and F. Smith form the core of the experiment and its interpretation.

CRAMER, RONALD L. SETTING PURPOSES AND MAKING PREDICTIONS: ESSENTIAL TO CRITICAL READING. (1970) 13 4 259

Recommends that students (in order to promote growth in critical reading and critical thinking) be required to set logical purposes for reading nonfiction and to make predictions when reading fiction.

DENBERG, ROBERT, CHARLES JONES. CRITICAL READING IN A DEVELOPMENTAL READING COURSE. (1967) 10 6 399

Examines the effect of improving and extending the structures of logical and critical thinking on critical and integrative reading ability.

DUBOIS, RONALD L. IMPROVEMENT OF TEXTBOOK COMPREHENSION IN COLLEGE READING CLASSES. (1969) 13 2 113

Investigates the effectiveness of reading instruction through subject matter materials and general reading materials. Results indicate no significant differences.

DULIN, KENNETH L. NEW RESEARCH ON CONTEXT CLUES. (1969) 13 1 33

Reviews critically the designs, statistical treatments, results and conclusions of recent research on the use of context clues.

DURRELL, DONALD D. LISTENING COMPREHENSION VERSUS READING COMPREHENSION. (1969) 12 6 455

Details the development of equated forms of reading and listening tests for grades one to eight.

ELLER, WILLIAM, JUDITH GOLDMAN WOLF. DEVELOPING CRITICAL READING ABILITIES. (1966) 10 3 192

Defines critical reading as the cluster of skills involved in evaluation of the validity, accuracy, or intellectual worthwhileness of a unit of printed matter and reviews the literature in this area. Includes five suggestions for teachers who seek to develop critical reading power among students.

FINDER, MORRIS. COMPREHENSION: AN ANALYSIS OF THE TASK. (1969) 13 3 199

Offers a task analysis of "comprehension" to indicate what good readers and teachers know and do.

FINDER, MORRIS. TEACHING TO COMPREHEND. (1970) 13 8 581

Suggests ten tasks of comprehension and ways to teach these specific skills.

GAINSBURG, JOSEPH C. DOES APPRECIATION REQUIRE DEVELOPMENTAL TEACHING? (1959) 02 2 17

Examines and refutes the assumption that appreciation of reading is emotional and instinctive, hence not subject to normal principles of learning.

GOLDFIELD, BEN. SEMANTICS: AN AID TO COMPREHENSION. (1973) 16 4 310

Suggests that students who are trained in semantic principles will recognize that meaning is not only in words but in the producer of those words.

GREEN, RICHARD T. TEN INFORMATION SOURCES ON COMPREHENSION IN READING. (1972) 16 1 55

Identifies and annotates the ten best and most accessible sources on cloze, critical reading and creativity, factors, language, readability, skills, theory, and thinking.

HAFNER, LAWRENCE E. CLOZE PROCEDURE. (1966) 09 6 415

Reviews the literature on cloze procedure under the headings reading comprehension, writing and readability; cognitive abilities; diagnosis in reading; and teaching.

HAFNER, LAWRENCE E. USING CONTEXT TO DETERMINE MEANING: HIGH SCHOOL AND COLLEGE. (1967) 10 7 491

Finds that context has been shown to be of value in determining meanings in reading and the ability to use it well undergirds mature reading. Includes a review of the literature on types of context and context aids, ability to use context, correlates of the ability to use context, what using context involves and teaching the use of context.

HARKER, W. JOHN. TEACHING COMPREHENSION: A TASK ANALYSIS APPROACH. (1973) 16 5 379

Recommends teaching students how to analyze the comprehension task in order to determine the thinking processes needed for its solution.

HARRIS, ALBERT J., MILTON D. JACOBSON. PREDICTING TWELFTH GRADERS' COMPREHENSION SCORES. (1976) 20 1 43

Describes the process by which a readability formula was developed which estimates with a high degree of accuracy the percentage of comprehension questions seniors will be able to answer correctly after reading a passage -- irrespective of interest or felt difficulty.

HEITZMAN, ANDREW J., RICHARD H. BLOOMER. THE EFFECT OF NON-OVERT REINFORCED CLOZE PROCEDURE UPON READING COMPREHENSION. (1967) 11 3 213

Deals with cloze as a teaching tool, concluding that the use of non-overt reinforced cloze procedure is not effective for producing an increase in reading comprehension.

HILL, WALTER R. FACTORS ASSOCIATED WITH COMPREHENSION DEFICIENCY OF COLLEGE READERS. (1960) 03 2 84

Assesses the extent to which selected measures of reading skills, verbal and non-verbal intelligence, personality, experiential background, and academic status would discriminate between university freshmen with adequate reading comprehension and those with deficient reading comprehension.

KLEIN, MARV. A STAB AT TEACHING COMPREHENSION OF THE CONDITIONAL. (1975) 19 2 154

Suggests the possibility of incorporating selected concepts and principles from modern logic into instructional programs in the middle and secondary grades. Provides three basic practice groups for mastery of conditional and cause-related concepts in: (1) symbolizing the language of assertion, (2) sufficient and necessary conditionals and (3) equivalency forms.

LACKEY, GEORGE H.,JR., DORIS ROLLINS. HISTORY AND CURRENT EVENTS: A TIME AND PLACE FOR CRITICAL READING. (1965) 08 6 373

Describes a program which combines the teaching of current events and critical reading skills. Comments that the two areas were found to be highly complementary.

LAZARUS, ARNOLD. NEGLECTED STEPS IN THE TEACHING OF READING. (1964) 07 3 215

Discusses the importance of "reading for understanding" and the related, but often neglected, skills upon which such comprehension hinges.

MANZO, ANTHONY V. THE RE-QUEST PROCEDURE. (1969) 13 2 123

Introduces a method to train students to ask questions about textual material and to set their own purposes for reading.

MC CALLISTER, JAMES M. USING PARAGRAPH CLUES AS AIDS TO UNDERSTANDING. (1964) 08 1 11

Discusses the differing internal comprehension clues in paragraphs and the differing roles of paragraphs in patterns of writing. Examples are given.

MC CULLOUGH, BARBARA, GENE TOWERY. YOUR HOROSCOPE PREDICTS: YOU CAN TEACH STUDENTS TO FOLLOW DIRECTIONS. (1976) 19 8 653

Contains suggestions designed around the subject of astrology. Six situations are given and after each, there are sample teacher directed activities which may be used to develop the ability to follow directions.

NEWTON, EUNICE SHAED. FIGURATIVE LANGUAGE: AN ACHILLES HEEL IN READING COMPREHENSION. (1964) 08 1 65

Discusses problems of non-literal language in grades ten through sixteen and suggests an instructional unit which would include information on figures of speech, old sayings and non-standard usage.

PALMER, WILLIAM S. READING, RHETORIC, AND THE REDUCTION OF UNCERTAINTY. (1974) 17 7 552

Explores significant rhetorical factors which influence a reader's information processing abilities.

PUTMAN, LILLIAN R. DON'T TELL THEM TO DO IT ...SHOW THEM HOW. (1974) 18 1 41

Illustrates a procedure by which teachers show students how to express main ideas, and how to read and make good study outlines.

PYRCZAK, FRED. PASSAGE-DEPENDENCE OF READING COMPREHENSION QUESTIONS: EXAMPLES. (1975) 18 4 308

Presents examples of comprehension items found empirically to possess or lack passage dependence.

PYRCZAK, FRED, JEROME AXELROD. DETERMINING THE PASSAGE DEPENDENCE OF READING COMPREHENSION EXERCISES: A CALL FOR REPLICATIONS. (1976) 19 4 279

Points out how teachers may undertake small scale studies as a part of their regular instructional program to determine the passage dependence of exercise items using pre and post reading responses to a set of questions. Describes such a study and calls for replications.

RANKIN, EARL F., JOSEPH W. CULHANE. COMPARABLE CLOZE AND MULTIPLE-CHOICE COMPREHENSION TEST SCORES. (1969) 13 3 193

Corroborates Bormuth's correlations between cloze and multiple choice comprehension scores and suggests how this makes cloze more valuable in assessing material or student comprehension.

RANKIN, EARL F., JR. SEQUENTIAL EMPHASIS UPON SPEED AND COMPREHENSION IN A COLLEGE READING IMPROVEMENT PROGRAM. (1963) 07 1 46

Investigates the effects of emphasizing speed versus emphasizing comprehension skills among students with poor comprehension who were enrolled in a college reading program.

RYAN, EUNICE G., E. PAUL TORRANCE. TRAINING IN ELABORATION. (1967) 11 1 27

Tests the theory that well-designed exercises in elaboration would lead to reading improvement. With junior high school students, there was some evidence to support the hypothesis since gains in creative thinking were significantly related to gains in comprehension, graph reading, and reference skills.

SCHALE, FLORENCE. VERTICAL METHODS OF INCREASING RATES OF COMPREHENSION. (1965) 08 5 296

Discusses skimming, the square span method and the narrow column method as techniques for rapid reading.

SCHELL, LEO M. DISTINGUISHING FACT FROM OPINION. (1967) 11 1 5

Examines the premise that there is a difference between fact and opinion, and that this difference can be reliably detected. Concludes that although there are differences between them, in critical reading, it is a difficult and perhaps irrelevant task to differentiate between them.

SCHELL, LEO M. PROMISING POSSIBILITIES FOR IMPROVING COMPREHENSION. (1972) 15 6 415

Suggests that linguistics may make a significant contribution to the improvement of reading comprehension and critically examines eleven of the present approaches to comprehension.

SHAFER, ROBERT E. THE PRACTICAL CRITICISM OF I.A.RICHARDS AND READING COMPREHENSION. (1970) 14 2 101

Points out the implications of Richards' work for reading comprehension.

SHERER, PETER A. THOSE MYSTIFYING METAPHORS: STUDENTS CAN READ THEM. (1977) 20 7 559

Contends that clearly organized steps to the reading of figurative language will help students become confident in interpreting its meaning.

SIMMONS, JOHN S. REASONING THROUGH READING. (1965) 08 5 311

Argues the need for teaching critical reading and discusses it in relation to the content areas. Also identifies its common characteristics including cumulative comprehension and explicit and implicit information.

SIMMONS, JOHN S. THE "STANCE" APPROACH IN RESPONDING T LITERATURE. 12 1 13

Proposes teaching strategies to improve students' response to literature by assisting them to establish purpose through understanding the concepts of voice, tone and attitude.

SMITH, EDWIN H. DEVELOPING CREATIVE READING. (1965) 08 4 278

Explains the concepts of divergent and convergent creative reading. Presents twelve specific suggestions for teaching creative reading.

SMITH, WILLIAM L., GEORGE E. MASON. SYNTACTIC CONTROL IN WRITING: BETTER COMPREHENSION. (1972) 15 5 355

Argues that level of syntax is as important as vocabulary control in reading materials.

SPRING, KAREN STROM. HOW MUCH DO COMMUNITY COLLEGE STUDENTS LEARN FROM THEIR TEXTBOOKS? (1975) 19 2 131

Uses cloze procedure and the Fry readability formula, to examine the ability of 154 Seattle Central Community College students to read various prescribed texts and relates this ability to achievement grades. Notes that cloze scores were not a good predictor of grade success, and that teacher-related contexts rather than texts were the main source of information.

TUINMAN, J. JAAP. ASKING READING-DEPENDENT QUESTIONS. (1971) 14 5 289

Emphasizes that questions in teacher designed and standardized tests must be dependent on reading the relevant passage, not just a measure of general knowledge.

WARLICK, R.A., JR. THE COMPREHENSION FACTOR IN COLLEGE SOCIAL STUDIES. (1959) 02 3 37

Enumerates the comprehension skills needed by students in social studies and suggests ways of aiding students to improve them.

WHEAT, THOMAS E., ROSE M. EDMOND. THE CONCEPT OF COMPREHENSION: AN ANALYSIS. (1975) 18 7 523

Views reading as a language process and explores comprehension from a psycholinguistic perspective.

WILLIAMS, MAURICE, VIRGINIA M.R. STEVENS. UNDERSTANDING PARAGRAPH STRUCTURE. (1972) 15 7 513

Describes a study which investigated students' ability to find the main idea or topic sentence in paragraphs and suggests that teachers place more emphasis on the acquisition of this skill.

06.4 RATE & FLEXIBILITY

BERGER, ALLEN. TEN IMPORTANT SOURCES OF INFORMATION ON SPEED READING. (1968) 11 5 359

Provides an annotated bibliography of ten sources on rate of reading which, including the writings cited in the bibliographies, covers nearly all the contributions to our knowledge about speed reading.

BOOTH, WAYNE C. LADY CHATTERLEY'S LOVER AND THE TACHISTOSCOPE. (1960) 03 4 232

Attempts to demonstrate fallacies of speed reading.

BROWN, LOUISE, A.R. LAUER. DEVELOPMENT OF READING RATE AND COMPREHENSION. (1959) 03 1 59

Examines the concept of the reading efficiency index which combines speed and comprehension as a measure of students' performance.

CARRILLO, LAWRENCE W. DEVELOPING FLEXIBLE READING RATES. (1965) 08 5 322

Argues the necessity of teaching flexibility of reading rate in secondary schools in relation to purpose and comprehension.

CARSELLO, CARMEN J., DONALD E. BARTELL. INCREASING RATE OF READING A FOREIGN LANGUAGE. (1970) 14 3 171

Reports significant gains in rate of comprehension in both English and Portuguese as a result of a laboratory course emphasizing reading improvement in both languages.

DEMBO, MYRON H., DONALD A. WILSON. A PERFORMANCE CONTRACT IN SPEED READING. (1973) 16 8 627

Reviews critically the results from the Reading Foundation of Chicago after a one-year speed reading program. Results, methods, measurements and other questionable practices are itemized.

ENGELHARDT, REATA M. SPEED IS NOT A DIRTY WORD. (1965) 08 5 330

Describes a lab-centered developmental reading program in which mechanical devices were used and speed was emphasized.

FIDDLER, JERRY B. CONTEMPLATIVE READING: A NEGLECTED DIMENSION OF FLEXIBILITY. (1973) 16 8 622

Introduces the concept of contemplative reading and suggests the encouragement, at least occasionally, of mental digressions, written expressions of far-fetched ideas, stream-of-consciousness oral discussions, role playing which relies on daydreaming and writing papers based on provocative paragraphs.

FRY, EDWARD. READING RATE IN 1908. (1970) 13 8 593

Reviews Huey's 1908 article on reading and finds it contemporary, relevant, and worthy of new consideration.

GLASS, GERALD G. RATE OF READING: A CORRELATION AND TREATMENT STUDY. (1967) 11 3 168

Reports on an investigation of reading rate and academic, perceptual, and personality attributes in college students. Although certain variables were related to reading rate, implications were that more than one factor is involved in attempts to increase speed of reading.

GROB, JAMES A. FORCING SPEED IN ORAL READING. (1968) 11 8 621

Demonstrates that for junior high remedial reading students, immediate reinforcement and improved speed are possible when teachers act as pacers in a one-on-one oral reading situation.

GROB, JAMES A. READING RATE AND STUDY-TIME DEMANDS ON SECONDARY STUDENTS. (1970) 13 4 285

Itemizes reading requirements in English and Social Studies and, to raise teacher awareness of the time-loads of their assignments, computes work time needed for various reading rates.

HEFTEL, DANIEL L. GAINS IN READING SPEED COMPARED WITH ACADEMIC APTITUDE AND INITIAL RATE. (1961) 04 3 210

Reports on the gains in reading speed among students enrolled in an eight-week reading improvement course, and investigates the relationships between gains in speed, academic aptitude, and initial speed. Concludes that students who show the greatest aptitude are initially the fastest readers and show the greatest gains in rate.

HEILMAN, ARTHUR. RAPID READING: USES AND ABUSES. (1962) 05 3 157

Discusses the proliferation of emphasis on speed reading, particularly by manufacturers of mechanical reading devices. Reiterates the need to develop flexibility and to consider the reading process as a whole.

HERCULANE, SISTER M. A SURVEY OF THE FLEXIBILITY OF READING RATES AND TECHNIQUES ACCORDING TO PURPOSE. (1961) 04 3 207

Investigates changes in reading rates and techniques according to purpose for reading among grade eight pupils of varying social backgrounds.

HUMPHRY, KENNETH H. AN INVESTIGATION OF AMOUNT-TIME AND TIME-LIMIT METHODS OF MEASURING RATE OF READING. (1957) 01 1 41

Studies the relationship of length of time requirements to the reliability of the measures, or of variability in reading rate within individuals throughout a reading test.

LAFFITTE, RONDEAU J. ANALYSIS OF INCREASED RATE OF READING OF COLLEGE STUDENTS. (1964) 07 3 165

Examines, in a college reading improvement course, the relative efficiency of perceptual training and skimming drills.

LETSON, CHARLES T. SOURCE UNIT ON READING FLEXIBILITY. (1960) 04 1 63

Presents a guide to student activities which was designed to improve reading flexibility.

MATTHEWS, JOHN H. SOME SOUR NOTES ON SPEED READING. (1966) 09 3 179

Warns that the emphasis on speed reading leads to viewing reading as merely a fact-accumulating experience.

MAXWELL, MARTHA J., ARTHUR C. MUELLER. RELATIVE EFFECTIVENESS OF TECHNIQUES AND PLACEBO CONDITIONS IN CHANGING READING RATES. (1967) 11 3 184

Discusses differences between slow and fast readers at the college level and reports that it is possible to effect, using a few simple techniques, significant improvement in reading rate without loss of comprehension.

MC DONALD, ARTHUR S. RATE AND READING FLEXIBILITY. (1965) 08 3 187

Summarizes research on rate and flexibility. Includes an extensive bibliography.

MCCRACKEN, ROBERT A. INTERNAL VERSUS EXTERNAL FLEXIBILITY OF READING RATE. (1965) 08 3 208

Stresses the need for flexibility of reading rate within the material, within paragraphs and within sentences. Considers this an important contribution to the external flexibility of reading rate which relates to the whole of the material.

QUAINTANCE, ALOYSIUS,FSC. USING A SLIDE RULE TO COMPUTE READING SPEEDS. (1966) 10 2 121

Gives the procedure for calculating words per minute using a slide rule. Examples are included.

RAUCH, SIDNEY J., ALFRED B. WEINSTEIN. A SLOW LOOK AT SPEED READING. (1968) 11 5 353

Discusses speed reading in terms of factors upon which speed depends, four possible speeds, and techniques for increasing speed.

RAYGOR, ALTON L., DAVID M. WARK, ANN DELL WARREN. OPERANT CONDITIONING OF READING RATE. (1966) 09 3 147

Examines the effect of a secondary reinforcer on the rate of reading responses in five related experiments.

ROSE, LYNDON. THE READING PROCESS AND SOME RESEARCH IMPLICATIONS. (1969) 13 1 25

Relates recent research on visual constraint and short term memory to flexibility and speed in reading.

ROSEN, CARL L. MECHANICAL DEVICES FOR INCREASING SPEED OF READING. (1967) 10 8 569

Examines the literature and concludes: there is little definitive scientific data available to justify the random use of machines and devices for improving reading rate with undifferentiated groups of students, research in this area is inadequate in terms of methodology and design, when mechanical devices are used alone results are highly artificial, and reading rate needs to be considered as only part of a total reading program. Concludes that while potential might exist for the use of various devices, caution must be exercised by educators.

SMITH, BRENDA GOLEMBESKY. SPEED READING SCORES IN PERSPECTIVE. (1975) 19 2 128

Emphasizes that speed reading scores are relative to a number of contributing factors including method of evaluation, readability of material, familiarity and reading sophistication of the reader, comprehension and how closely the timed material matches material normally read. Concludes that the speed achieved for any one test or timed reading is the speed only for that particular situation.

SPACHE, GEORGE D. READING RATE IMPROVEMENT OR SUCCESS FOR THE WRONG REASONS. (1963) 07 1 2

Argues against treating reading rate separately from more fundamental reading skills.

STEINACHER, RICHARD. READING FLEXIBILITY: DILEMMA AND SOLUTION. (1971) 15 2 143

Offers a review of research on reading flexibility and suggests that through better definition of specific tasks results need not be so inconclusive.

TAYLOR, EARL A. INCREASED BUSINESS EFFICIENCY THROUGH READING IMPROVEMENT. (1959) 02 3 62

Presents a questionnaire designed to select persons who can respond satisfactorily to the usual reading improvement course.

WARK, DAVID M., ALTON L. RAYGOR, EDWARD G. SUMMERS. READING RATE INCREASE THROUGH THE MAIL. (1967) 10 6 393

Examines growth in reading rate by correspondence students completing a twelve lesson "How to Study" course.

06.5 STUDY SKILLS

AARONSON, SHIRLEY. NOTETAKING IMPROVEMENT: A COMBINED AUDITORY, FUNCTIONAL AND PSYCHOLOGICAL APPROACH. (1975) 19 1 8

Presents a two-column method of notetaking which, combined with training in the auditory-cognitive skills, may help students develop the art of listening and understanding ideas. A model is provided.

AHRENDT, KENNETH M., SHIRLEY S. HASELTON. ESSENTIAL READING SKILLS IN BOOKKEEPING. (1973) 16 4 314

Applies the general methods of developmental reading to the specific content area of bookkeeping.

ANDERSON, JONATHAN, BERRY H. DURSTON, CECILY N. KATZ, MILLICENT E. POOLE. STUDENT EVALUATION OF A STUDY SKILLS COURSE. (1968) 12 3 219

Evaluates a study skills course at the University of New England from the point of view of students who volunteered for the course.

ARDHANAREESWARAN, B. REFERENCE SKILLS AND EDUCATION FOR DEVELOPMENT. (1977) 20 8 674

Points to the need to develop the habit and ability to use reference materials as aids to learning in order to meet the "explosion of opportunity" in the modern world.

BERG, PAUL C., VICTOR M. RENTEL. IMPROVING STUDY SKILLS. (1966) 09 5 343

Concludes from a review of the literature that students who are motivated to improve and voluntarily enroll in a study skills course raise their grade point ratios, students who are similarly motivated but not enrolled do not make the same gains, and format and content do not appear to be as important as motivation and interest.

BERMONT, HUPERT. A BOOKMAN SPEAKS TO STUDENTS. (1974) 17 7 524

Offers a number of insights and suggestions to help college students handle the amount of required reading.

BUTCOFSKY, DON. ANY LEARNING SKILLS TAUGHT IN HIGH SCHOOLS? (1971) 15 3 195

Reports that an eleven month analysis of the study habits of 302 freshmen indicates that four out of five are deficient in study skills. Provides a skills check list and suggests that a greater emphasis on teaching these skills in the secondary school must be made.

CRANNEY, A GARR. SELECTED STUDY-SKILL REFERENCES. (1966) 10 3 185

Provides an annotated bibliography of study-skill texts and articles most appropriate for college students and college bound high school students.

CRANNEY, A. GARR. A NOTE ON "ANOTHER STUDY METHOD". (1965) 08 5 359

Notes that several studies evaluating SQ3R as an overall study method have cast some doubt on its effectiveness. Suggests these findings raise some interesting questions which should be investigated.

DONALD, SISTER MARY. THE SQ3R METHOD IN GRADE SEVEN. (1967) 11 1 33

Reports on a study using SQ3R to increase reading and social studies achievements in grade seven. Results indicated that students benefitted in knowledge of content material and in certain reading skills, although not in general reading ability.

EANET, MARILYN G., ANTHONY V. MANZO. REAP - A STRATEGY FOR IMPROVING READING/WRITING/STUDY SKILLS. (1976) 19 8 647

Describes a four step strategy--Read, Encode, Annotate, Ponder (REAP)--designed to heighten analytic reading skills and enhance thinking and writing skills.

EDWARDS, PETER. PANORAMA: A STUDY TECHNIQUE. (1973) 17 2 132

Offers an organized approach to study which includes several facets of the learning process not emphasized in existing study systems.

FIELDS, IRWIN H. THE CENTINELA VALLEY PLAN: A MANDATORY READING AND STUDY SKILLS PROGRAM FOR NINTH GRADE STUDENTS. (1961) 04 4 254

Describes the development of a district-wide program incorporated as a six-week unit in the English curriculum. Reports that success of the program was evidenced by pupil acceptance and parent and teacher approval.

FLEMING, JAMES T. SKIMMING: NEGLECTED IN RESEARCH AND TEACHING . (1968) 12 3 211

Calls for an effort to increase one's understanding of the nature of skimming.

GLOCK, MARVIN, JASON MILLMAN. EVALUATION OF A STUDY SKILLS PROGRAM FOR ABOVE-AVERAGE HIGH SCHOOL PUPILS. (1964) 07 4 283

Evaluates the immediate and long-term effectiveness of an instructional program in reading, writing, listening, and study skills for above-average readers.

HANF, M. BUCKLEY. MAPPING: A TECHNIQUE FOR TRANSLATING READING INTO THINKING. (1971) 14 4 225

Suggests teachers use mapping (the graphic representation of written or oral material) to develop the thinking process in reading.

JOHNSON, HARRY W. ANOTHER STUDY METHOD. (1964) 07 4 269

Describes the Three-Level Outlining Method of Study and indicates the reasoning and experimental evidence upon which it is based. Some comparisons with SQ3R are made.

KAMMAN, RICHARD A. APTITUDE, STUDY HABITS, AND READING IMPROVEMENT. (1963) 06 2 77

Investigates relationships between college aptitude, study habits, basic reading skills and reading improvement. Concludes that study habits are not related to aptitude, reading or reading improvement.

KINGSTON, ALBERT J. LOCATING RESEARCH IN HIGH SCHOOL AND COLLEGE READING. (1966) 09 3 205

Furnishes a set of guidelines for the teacher searching the published literature.

KOLLARITSCH, JANE. ORGANIZING READING FOR DETAILED LEARNING IN A LIMITED TIME. (1969) 13 1 29

Presents a method of notetaking suitable when there is much material to be covered and a shortage of time.

MC CONIHE, ESTHER J. STUDY SKILLS NEED IMPROVING TOO. (1958) 01 2 40

Justifies the need for a high-school study skills course, describes its development, and the results achieved.

PALMATIER, ROBERT A. A NOTETAKING SYSTEM FOR LEARNING. (1973) 17 1 36

Presents the Notetaking System for Learning which provides a flexible system for collecting and learning course information and is designed for high school and college students.

PALMATIER, ROBERT A. COMPARISON OF FOUR NOTE-TAKING PROCEDURES. (1971) 14 4 235

Compares four methods of note taking with respect to ease of learning, efficiency and utility and gives suggestions for further research.

PALMATIER, ROBERT A, J. MICHAEL BENNETT. NOTETAKING HABITS OF COLLEGE STUDENTS. (1974) 18 3 215

Surveys a sample of successful students regarding utility of taking lecture and reading notes and urges further research.

PAUK, WALTER J. COLLEGE READING AND STUDY SKILLS CENTER AT CORNELL UNIVERSITY. (1960) 03 3 183

Details factors of importance to effective reading and describes methods used in the Cornell University reading and study skills program.

PAUK, WALTER. DOES NOTE-TAKING INTERFERE WITH LISTENING COMPREHENSION? (1963) 06 4 276

Reports that note-taking has no significant effect on listening comprehension.

PAUK, WALTER. I GOT MY B.A. BY SHEER LUCK, OR HOW STUDY SKILLS SAVED THE STUDENT. (1965) 09 1 37

Recounts the personal discovery of study skills and practices necessary for undergraduate survival.

PAUK, WALTER. SCHOLARLY SKILLS OR GADGETS. (1965) 08 4 234

Argues against the use of mechanical devices and the teaching of speed reading. Describes a study skills course for college students.

PAUK, WALTER. THE RESEARCH PAPER: TIME AND TECHNIQUE. (1969) 13 1 15

Recounts how one student learned to write a good research paper.

POLICASTRO, MICHAEL. NOTETAKING: THE KEY TO COLLEGE SUCCESS. (1975) 18 5 372

Advocates teaching notetaking from three standard models: outlining, SQ4R and summary.

PUTMAN, LILLIAN R. DON'T TELL THEM TO DO IT ...SHOW THEM HOW. (1974) 18 1 41

Illustrates a procedure by which teachers show students how to express main ideas, and how to read and make good study outlines.

SANACORE, JOSEPH. LOCATING INFORMATION: THE PROCESS METHOD. (1974) 18 3 231

Advocates the process method to teaching the location of information where students are expected to select problems and solve them in a contractual format.

SHERER, PETER A. SKIMMING AND SCANNING: DE-MYTHING THE PROCESS WITH A COLLEGE STUDENT. (1975) 19 1 24

Relates Martha Maxwell's six "myths" presented in SKIMMING AND SCANNING IMPROVEMENT to personal experience with a college student.

STILES, HELEN L. INSERVICE TRAINING FOR THE SQ3R READING-STUDY METHOD. (1963) 06 2 126

Describes an inservice training course which consisted of five hours of direct instruction in the SQ3R study skills method as applied to the various content areas.

STONE, DAVID R. SPEED OF IDEA COLLECTING IN UNIVERSITY STUDY-READING. (1962) 05 3 149

Describes a technique which involved speed, general study methods and training in two types of idea collecting. Reports significant gains in speed and efficiency of idea collecting and notes this is of more value than mere increase in reading speed.

STONE, DAVID R. TEACHING THREE FUNCTIONS OF STUDY-READING. (1960) 03 2 137

Proposes three functions which a useful study-reading method must perform: identifying, collecting, providing for reconstruction.

TWINING, JAMES E. CONTENT READING SKILLS AND THE COMMUNITY-JUNIOR COLLEGE. (1972) 15 5 347

Lists basic concepts which must be recognized by the college content area teacher in order to create an environment that maximizes student achievement.

WALBERG, HERBERT J. READING AND STUDY HABITS OF HIGH SCHOOL PHYSICS STUDENTS. (1968) 11 5 327

Employs data from a national sample of students taking a new physics course, to analyze attitudes and behavior toward reading and studying. Results indicated sex differences were highly significant students need help in improving study habits, teachers should be aware of students' abilities and interests in school work, and little reading is being done.

WITTY, PAUL A. RATE OF READING - A CRUCIAL ISSUE. (1969) 13 2 102

Questions current assumptions about the value of speed reading and the relationships between rate and comprehension.

06.6 AFFECTIVE FACTORS/MOTIVATION/INTERESTS

AARON, ROBERT L., LEWIS MILLER, ELIZABETH SMITH. READING HABITS OF BEHAVIORALLY DISORDERED MALES: A STUDY. (1975) 19 1 28

Uses interview techniques along with library circulation data, to evaluate some aspects of reading interests of a sample randomly selected from among 450 teenaged delinquents confined to a Georgia Youth Center. Preferred titles, selection methods and success/failure rates for book completion are reported.

ALGRA, CECELIA, JAMES FILLBRANDT. BOOK SELECTION PATTERNS AMONG HIGH SCHOOL STUDENTS. (1970) 14 3 157

Examines the paperback book purchases of ninth to eleventh grade students.

BENNIE, FRANCES. PUPIL ATTITUDES TOWARD INDIVIDUALLY PRESCRIBED LAB PROGRAMS. (1973) 17 2 103

Outlines a system for continuous assessment of pupil attitudes and problems regarding individually prescribed learning center programs.

DARBY, CHARLES A., JR. REFERRED AND SELF-INITIATED STUDENTS IN READING-STUDY PROGRAM. (1966) 09 3 186

Investigates the relationship between referred and self initiated students' groups and a number of cognitive and affective variables.

EBERWEIN, LOWELL. WHAT DO BOOK CHOICES INDICATE? (1973) 17 3 186

Presents the Reading Interest Inventory, a checklist of 174 book titles from the JUNIOR HIGH SCHOOL LIBRARY CATALOG, and provides data on a stratified random sample of 150 grade six, seven and eight students which indicates the appropriateness of the instrument.

EMANS, ROBERT, GLORIA PATYK. WHY DO HIGH SCHOOL STUDENTS READ? (1967) 10 5 300

Examines expressed motives for reading and the influence of intelligence, social class, sex and age.

ESTES, THOMAS H. A SCALE TO MEASURE ATTITUDES TOWARD READING. (1971) 15 2 135

Provides details on the administration and interpretation of a new attitude scale.

FENNIMORE, FLORA. READING AND THE SELF-CONCEPT. (1968) 11 6 447

Focuses attention on a college-level reading clinic where students made significant improvement in reading achievement but became less positive in their views of their ideal selves. Also raises questions for further research.

FORTENBERRY, WARREN D. MAGAZINE AND NEWSPAPER READING OF JUNIOR COLLEGE FRESHMEN. (1961) 05 1 67

Surveys the magazine and newspaper reading interests of junior college freshmen and reports on the time they spend in reading such magazines and newspapers.

GAINSBURG, JOSEPH C. DOES APPRECIATION REQUIRE DEVELOPMENTAL TEACHING? (1959) 02 2 17

Examines and refutes the assumption that appreciation of reading is emotional and instinctive, hence not subject to normal principles of learning.

GALLO, DONALD R. FREE READING AND BOOK REPORTS - AN INFORMAL SURVEY OF GRADE ELEVEN. (1968) 11 7 532

Summarizes the results of a questionnaire on behaviors and attitudes related to reading. Suggests peers should be used in group discussions and reading should be guided rather than totally free.

GENTILE, LANCE M., MERNA M. MC MILLAN. WHY DON'T TEENAGERS READ? (1977) 20 8 649

Presents ten factors which contribute to the "reluctant reader" syndrome and suggests materials for its remediation.

GRISSOM, LOREN V. IMPROVING STUDENTS' READING HABITS: A LABORATORY METHOD. (1958) 02 1 69

Discusses the implications of students' reading habits for the teaching of English and suggests classroom projects aimed at their improvement.

HENDERSON, MARY ANN. READING WHILE BECOMING: AFFECTIVE APPROACHES. (1977) 20 4 317

Delineates instructional practices designed to simultaneously advance reading skills and the development of a positive self concept. The program is based on the dynamic nature of learning and growth and includes a specific instrument providing a measure of growth in terms of behavioral objectives and teaching strategies.

HOVIOUS, MARILYN. MOTIVATING JUNIOR HIGH READERS. (1974) 17 5 373

Emphasizes that a successful reading program must involve considering the students, diagnosing and revising the curriculum and objectively reviewing the role of the teacher.

KINGSTON, ALBERT J., JR. COLLEGE STUDY AND READING MATURITY. (1960) 03 3 199

Contends that goals of college reading improvement programs should include growth toward reading maturity, (ie.) enhance the level of reading materials read and enjoyed by students.

LANE, PATRICK, CECELIA POLLACK, NORMAN SHER. REMOTIVATION OF DISRUPTIVE ADOLESCENTS. (1972) 15 5 351

Reports high reading gains and greatly improved behavior patterns among eight junior high school disruptive students who served as tutors to third and fourth graders with reading problems.

LAZARUS, ARNOLD. AN ANTI-CYCLOTRON OF READING. (1964) 07 2 141

Describes a model which uses student interests to motivate a class toward more intensive reading.

MARTIN, MARIAN, KEITH SCHWYHART, RALPH WETZEL. TEACHING MOTIVATION IN A HIGH SCHOOL READING PROGRAM. (1967) 11 2 111

Describes a reading program in which students were motivated by the application of concrete reinforcers. Although they made no significant reading gains, classroom behavior generally improved.

MAZURKIEWICZ, ALBERT J. SOCIAL-CULTURAL INFLUENCES AND READING. (1960) 03 4 254

Investigates the relationship between a son's reading ability and his attitude toward reading in terms of its being a mostly masculine or mostly feminine activity, and attempts to determine to what degree a boy's attitude toward reading is related to his father's attitude.

MC CORD, HALLACK. IMPROVING READING ABILITY THROUGH COMBINED TUTORING AND HYPNOTHERAPY. (1964) 07 2 142

Employs a case study aproach to examine the use of hypnosis in a tutoring situation.

NISSMAN, ALBERT. WHETTING LITERARY APPETITE. (1958) 01 3 67

Tells how the author stimulated his students' desire to read a book by generating interest through use of a recording, class discussion and written assignments.

PAUK, WALTER J. HELPING STUDENTS TO APPRECIATE LITERATURE. (1963) 06 2 136

Points out techniques for helping students to notice an author's use of words, use of examples and use of literary devices as methods of finding the intended meaning.

PIERCEY, DOROTHY, MICHAEL OBRENOVICH. IF KIDS DON'T HATE TO READ . . . . (1973) 16 4 305

Uses cartoons to illustrate eight ways to make students hate reading and quotes ten reasons given by one student for hating to read.

RANSBURY, MOLLY KAYES. AN ASSESSMENT OF READING ATTITUDE. (1973) 17 1 25

Presents results of informal studies of elementary childrens' reading behavior and gives guidelines for improvement of students' attitudes toward reading.

REICH, CAROL. A SCALE TO ASSESS READING MATURITY. (1973) 17 3 220

Introduces the Novel Maturity Scale, which is based on thematic richness, as a simple, objective measure of the level at which students read.

RIECK, BILLIE JO. HOW CONTENT TEACHERS TELEGRAPH MESSAGES AGAINST READING. (1977) 20 8 646

Surveys the attitudes of teachers toward reading in their field and contends that students will read more if they perceive their teachers as avid readers.

ROBINSON, H. ALAN. DEVELOPING LIFETIME READERS. (1968) 11 4 261

Suggests environment, models, accessibility, displays and oral reading as ways of developing lifetime readers of secondary school students and proposes book reports, homework and an outdated literature program as means of destroying interest in reading.

ROTH, ROBERT M. A THEORY OF VOLUNTARY REMEDIAL READING PROGRAMS. (1961) 04 2 87

Proposes a voluntary reading program based on the relationship of self-concept and achievement.

SCHARF, ANNE G. WHO LIKES WHAT IN HIGH SCHOOL. (1973) 16 8 604

Discovers differences in reading interests as related to sex, grade level and intelligence to help teachers guide students to appropriate materials.

SEIGLER, HAZEL G., MALCOLM D. GYNTHER. READING ABILITY OF CHILDREN AND FAMILY HARMONY. (1960) 04 1 17

Using Leary's Interpersonal Check List, compares parents of children with reading difficulties and parents of children without reading difficulties with respect to self-descriptions, attitude toward one another, and attitudes toward children.

SHAFER, ROBERT E. THE READING OF LITERATURE. (1965) 08 5 345

Reviews research on the impact of literature on the individual. General conclusions suggested that many effects are personal and vary with the individual. Problems for further research are suggested.

SHIRLEY, FEHL L. THE INFLUENCE OF READING ON CONCEPTS, ATTITUDES, AND BEHAVIOR. (1969) 12 5 369

Reports data obtained by a modified critical incident technique for 420 adolescents concerning the effect of reading on their concepts, attitudes and behavior.

SMITH, EDWIN, MARIE SMITH. ENCOURAGING QUALITY READING. (1960) 04 1 61

Expresses the opinion that more exphasis should be placed on teaching students to read quality material. Methods are suggested.

SMITH, RICHARD J., CLINTON R. BARTER. THE EFFECTS OF READING FOR TWO PARTICULAR PURPOSES. (1968) 12 2 134

Investigates the effects of writing tasks at the cognitive levels of "Interpretation" and "Synthesis" on attitudes and retention, using 350 tenth graders.

SOARES, ANTHONY T., RAY H. SIMPSON. INTEREST IN RECREATIONAL READING OF JUNIOR HIGH SCHOOL STUDENTS. (1967) 11 1 14

Relates junior high school students' preferences for short stories to intelligence, grade and sex. Significant differences in reading interests existed when students were grouped for intelligence. The most significant elements of the stories were isolated.

STANCHFIELD, JO M. THE READING INTERESTS OF EIGHTH-GRADE BOYS. (1962) 05 4 256

Investigates the reading interests of eighth-grade boys of differing reading abilities and discusses the implications for classroom instruction.

VAUGHAN, BERYL I. READING INTERESTS OF EIGHTH-GRADE STUDENTS. (1963) 06 3 149

Discusses a survey of reading interests of eighth grade students in one high school. Lists preferred topics of boys and girls, and relates preferences to intelligence.

WILLERMAN, MARVIN, BARBARA WILLERMAN. EFFECTS OF MOTIVATIONAL CONFERENCES. (1973) 17 3 224

Examines the results of high school student-teacher individual conferences based on motivational principles using 94 ninth grade remedial reading students.

ZAIS, ROBERT S. A SCALE TO MEASURE SOPHISTICATION OF READING INTERESTS. (1969) 12 4 273

Reports on construction and validation of the SOPHISTICATION OF READING INTERESTS SCALE, (an instrument based on characteristics present in varying degrees in all fiction) which provides an estimate of sophistication of interests without reference to titles reported read.

06.7 LISTENING/COMMUNICATION/WRITING SKILLS

CASTALLO, RICHARD. LISTENING GUIDE - A FIRST STEP TOWARD NOTETAKING AND LISTENING SKILLS. (1976) 19 4 289

Provides a listening guide as a first step in teaching students the skill of notetaking.

EARLE, NANCY. LITTLE RED RIDING HOOD. (1974) 18 2 106

Provides an exercise in visual literacy with a wordless version of an old fairy tale.

LANE, PATRICIA K., MARGERY STAMAN MILLER. LISTENING: LEARNING FOR UNDERACHIEVING ADOLESCENTS. (1972) 15 7 488

Illustrates how training in listening improved critical reading, enjoyment and appreciation among underachieving students.

NEWMAN, ARTHUR J. ONLY HALF THE STORY CAN BE TOLD IN WORDS. (1972) 16 3 241

Suggests that "nondiscursive" learning experiences should augment and supplement logical, rational learning.

PAUK, WALTER. DOES NOTE-TAKING INTERFERE WITH LISTENING COMPREHENSION? (1963) 06 4 276

Reports that note-taking has no significant effect on listening comprehension.

WILLIAMS, MAURICE, VIRGINIA M.R. STEVENS. UNDERSTANDING PARAGRAPH STRUCTURE. (1972) 15 7 513

Describes a study which investigated students' ability to find the main idea or topic sentence in paragraphs and suggests that teachers place more emphasis on the acquisition of this skill.

YOUNG, EDITH M., LEO V. RODENBORN. IMPROVING COMMUNICATION SKILLS IN VOCATIONAL COURSES. (1976) 19 5 373

Urges identification of communication skill needs in vocational education courses using content analysis to allow teachers to personalize instruction, thus meeting the learning needs of individual students. Includes illustrations concerning secretarial training.

07 READING IN THE CONTENT AREAS

07.1 GENERAL

BELL, CAROLINE R. LIBRARY FOR ALL, ALL FOR LIBRARY. (1973)
17 2 119

Relates a project for disabled readers which is designed to develop the important habits of going to the library by instilling the feeling that there is something there which would be of value to them.

ESTES, THOMAS H., RALPH C. STAIGER. I.R.A. PROJECT CONPASS:
AN OVERVIEW. (1973) 16 7 520

Lists the goals, methods and achievements of the four CONPASS teams.

KINGSTON, ALBERT J. WHAT DO WE MEAN BY READING IN THE CONTENT
AREAS? (1964) 07 3 146

Discusses the role of content area teachers in the teaching of reading and indicates some of the difficulties which they face.

KOLZOW, LEE. READING IN THE CONTENT AREA IN THE TWO YEAR
COLLEGE OR HOW TO GET YOUR FOOT IN THE CLASSROOM DOOR. (1972)
16 1 46

Emphasizes the need to develop awareness among content teachers of student reading problems through the use of a questionnaire before attempting to motivate them into doing something to help their students.

MICHAELS, MELVIN L. SUBJECT READING IMPROVEMENT: A NEGLECTED TEACHING RESPONSIBILITY. (1965) 09 1 16

Examines students' free responses to questions regarding reading strategies and difficulties in content areas.

PALMER, WILLIAM S. TEACHING READING IN CONTENT AREAS. (1975) 19 1 43

Indicates the importance of teaching reading in the content areas and suggests a number of activities to help teachers and students perceive reading as a communication process.

QUINA, JAMES, M. JEAN GREENLAW. SCIENCE FICTION AS A MODE FOR INTERDISCIPLINARY EDUCATION. (1975) 19 2 104

Urges the interdisciplinary use of science fiction to help students develop a cohesive outlook on the world. Includes illustrations and teaching suggestions for both interdisciplinary and single discipline novels.

SMITH, NILA BANTON. PATTERNS OF WRITING IN DIFFERENT SUBJECT AREAS. (1964) 08 1 31

Analyzes test materials in science, social studies, history, mathematics and literature. Lists and discusses the common study skills and the patterns of writing within each subject area.

SMITH, NILA BANTON. PATTERNS OF WRITING IN DIFFERENT SUBJECT AREAS: PART II . (1964) 08 2 97

Discusses patterns of writing in social studies and mathematics on the basis of an analysis of secondary textbooks.

SMITH, RICHARD J., BERNICE BRAGSTAD, KARL D. HESSE. TEACHING READING IN THE CONTENT AREAS- AN INSERVICE MODEL. (1970) 13 6 421

Suggests an inservice program to explain the total-school approach to developmental reading.

07.2 ENGLISH/DRAMA/LITERATURE

ANDRESEN, OLIVER. EVALUATING PROFUNDITY IN LITERATURE. (1965) 08 6 387

Describes a method of teaching thematic analysis in a literary appreciation class at the high school level. Students were taught a scale for measuring the profundity of themes, then used the scale in literature assignments and in independent reading. More growth in literary appreciation was evident in these students than in control group students.

BACHNER, SAUL. THE PAPERBACK LIBRARY. (1967) 10 7 473

Recounts a first experience with a portable paperback library.

CALDWELL, MARGUERITTE JOHNSON. TEACHING READING THROUGH A PLAY: AH WILDERNESS. (1967) 11 2 105

Provides specific directions for teaching a play and concurrently developing reading skills particular to this genre.

CARROLL, L. PATRICK THOSE PESKY BOOK REPORTS. (1967) 10 7 468

Outlines a solution to the problem of determining whether or not a student has actually read a book.

CASSIDY, JACK. PROJECT C.A.R.E. (CONTENT AREA READING ENRICHMENT). (1973) 17 3 192

Describes a school wide project which involves assigning four content area teachers and a reading specialist to instruct four classes, and suggests ways in which the specialist could assist language arts and social studies teachers.

CHESLER, S. ALAN. INTEGRATING THE TEACHING OF READING AND LITERATURE. (1976) 19 5 360

Outlines a method by which high school and college teachers might successfully integrate the teaching of reading skills with the study of literature and presents a number of specific suggestions for dealing with poetry.

CROMLEY, MARCY. SKELETAL POEMS: EFFECTIVE TECHNIQUE FOR AFFECTIVE TEACHING. (1976) 19 4 291

Offers a technique involving "skeletal" outlines which students complete as a post reading exercise as a means of encouraging the communication of feelings.

DOLLERUP, CAY. ON READING SHORT STORIES. (1971) 14 7 445

Reports on readers' responses to short stories and how those responses help to explain the reading process.

DONELSON, KENNETH L. FREE READING: ANOTHER VIEW. (1969) 12 7 545

Views the incorporation of a three to five week free reading program as a necessary part of any English class.

DONLAN, DAN. DEVELOPING A READING PARTICIPATION GUIDE FOR A NOVEL. (1974) 17 6 439

Develops a reading guide for FAHRENHEIT 451 which contains features of both process and content guides and additionally, provides a program of planned student participation in three phases: before, while and after the book is read.

DURR, WILLIAM K. DEVELOPMENTAL READING IN HIGH SCHOOL ENGLISH CLASSES. (1959) 02 2 57

Describes a study conducted in tenth-grade English classes to determine the effects of reading instruction on student achievement.

FINDER, MORRIS. TEACHING TO COMPRHEND LITERARY TEXTS - DRAMA AND FICTION. (1974) 17 4 272

Discusses "literal-sense" comprehension, the skill of inferring the main action of an imaginative work, and "part-whole" skills of inferring the intended effects and causes incorporated within the work by which they are produced. Examples are from THE GLASS MENAGERIE and "Birthday Party".

FRAIM, EMMA CARVILLE. BOOK REPORTS - TOOLS FOR THINKING. (1973) 17 2 122

Lists fifteen thinking operations adaptable to book reporting and includes suggestions for specific use of each objective.

GEBHARD, ANN O. POETRY - ACID TEST OF COMPREHENSION. (1973) 17 2 125

Uses a model lesson to illustrate how teachers may help students develop certain basic reading skills to make poetry more accessible.

GOODRICH, HOWARD B. READING POETRY IS CREATIVE TOO. (1967) 10 7 435

Suggests methods of teaching poetry for an understanding of the basic poetic process.

HODGES, PAULINE. READING AS AN ELECTIVE IN THE ENGLISH PROGRAM. (1974) 18 1 30

Outlines elective reading courses available to students at one Colorado high school including: Basic Reading Skills, Developmental Reading, Speed Reading, Advanced Reading I and II, Nonfiction, Reading Skills for College, Reading for Research and a reading seminar.

HYNES, SISTER NANCY. LEARNING TO READ SHORT STORIES. (1970) 13 6 429

Reports the value of team teaching and a combination of large group instruction, independent studies and small group discussion in English classes across grades and ability levels.

KETTLEWELL, GAIL B., ROBENA S. GORE. READINGS FOR TEENS: AN ELECTIVE UNIT. (1971) 14 5 309

Describes a course which aims to encourage students to read more and to correct their reading weaknesses.

MANZO, ANTHONY V. COMPASS: ENGLISH - A DEMONSTRATION PROJECT. (1973) 16 7 539

Touches on such activities as the living library, advance organizers, guides and checks, the re-quest procedure, language improvement, thematic units, and writing on materials read, which were undertaken at the University of Missouri.

MANZO, ANTHONY V., DEANNA COLEMAN MARTIN. WRITING COMMUNAL POETRY. (1974) 17 8 638

Describes the development of an innovative three week unit to improve appreciation and comprehension of poetry culminating in the creation of a "communal poem." Innercity Black students who had previously failed English reacted enthusiastically.

MC KENNA, MICHAEL. SHAKESPEARE IN GRADE EIGHT. (1975) 19 3 205

Describes a method of adapting Hamlet and other works of Shakespeare to facilitate understanding while retaining the effects of drama and poetry, by compromising between prose and poetry.

MILLS, MARY. READING AND THE FRESHMAN ENGLISH PROGRAM. (1957) 01 1 3

Describes the techniques and results of integrating reading instruction into a freshman English course. While findings are offered as tentative, improvement in student attitudes is cited as an important side benefit.

MULLER, AL. TEACHING ADOLESCENTS TO READ ADULT FICTION. (1976) 20 1 28

Introduces a brief annotated bibliography of works of fiction with a discussion of the literary devices and techniques of adult fiction which present reading obstacles to adolescents.

RHODES, ALAN. A DRAMATIC APPROACH TO HAMLET. (1976) 19 6 438

Illustrates the use of spontaneous drama (role playing) in introducing and providing insights into HAMLET and suggests a similar approach to other plays at the high school level.

RITT, SHARON ISAACSON. JOURNEYS: ANOTHER LOOK AT THE JUNIOR NOVEL. (1976) 19 8 627

Lists and discusses 39 junior novels relating their content to the "journeys" or experiences of the central characters, and providing readability and maturation levels.

SARACENO, JOSEPH A., ANGELINA C. PISCITELLO. A PLAY - A HOMEMADE PLAY . (1973) 17 1 44

Reports a successful experience involving sixth grade Brooklyn students in a play written by the authors.

SHAW, PHILLIP. INDIVIDUALIZATION OF INSTRUCTION IN FRESHMAN ENGLISH. (1964) 07 3 150

Describes three stages for individualizing instruction in a college freshman English class.

SHERIDAN, JANE. SEEING THE UNI-VERSE THROUGH POETRY. (1973) 17 3 206

Discusses a five week program involving a number of innovative techniques which successfully involved an entire school population in experiencing poetry.

SHUMAN, R. BAIRD. OPEN-ENDED STORIES AND BASIC READING SKILLS. (1976) 20 1 18

Presents a detailed example of the use of an open-ended story to teach basic reading skills to high school students who have severe reading handicaps.

SIMMONS, JOHN S. THE "STANCE" APPROACH IN RESPONDING TO LITERATURE. (1968) 12 1 13

Proposes teaching strategies to improve students' response to literature by assisting them to establish purpose through understanding the concepts of voice, tone and attitude.

SMITH, RICHARD J. ENGLISH TEACHER AS READING TEACHER. (1972) 16 3 245

Suggests several methods by which the English teacher can improve students' comprehension abilities.

SMITH, RICHARD J., THOMAS BURNS. THE EFFECTS OF DIFFERENT INSTRUCTIONAL PRACTICES ON STUDENT ENJOYMENT AND INTERPRETATION OF A BALLAD. (1970) 13 5 345

Indicates that specific instruction on key words and word groups led to better interpretation of the ballad.

STRANG, RUTH. TEACHING READING, AN ESSENTIAL PART OF TEACHING ENGLISH. (1957) 01 1 22

Demonstrates through classroom examples how reading skills are integrated with the teaching of English.

THOMPSON, RICHARD F. TEACHING LITERARY DEVICES AND THE READING OF LITERATURE. (1973) 17 2 113

Compares scores on the Iowa Test of Educational Development, Test 7 "Ability to Interpret Literary Materials" for a ninth grade control group and an experimental group who had received explanation and written practice exercises in interpreting literary devices. Analyses of variance and covariance indicated no significant differences attributable to method of instruction.

WEISS, M. JERRY. MY CLASS TAUGHT ME - THE BEST LAID PLANS ARE INDIVIDUALIZED . (1958) 02 1 9

Illustrates how literature can be made meaningful to students by fostering individual expression and participation based on students' interests and backgrounds.

07.2

WULFFSON, DON L. MUSIC TO TEACH READING. (1970) 14 3 179

Recommends using song lyrics to teach remedial students.

07.3 SOCIAL STUDIES

CASSIDY, JACK. PROJECT C.A.R.E. (CONTENT AREA READING ENRICHMENT). (1973) 17 3 192

Describes a school wide project which involves assigning four content area teachers and a reading specialist to instruct four classes, and suggests ways in which the specialist could assist language arts and social studies teachers.

FRANKEL, JILL CATHERINE. READING SKILLS THROUGH SOCIAL STUDIES CONTENT AND STUDENT INVOLVEMENT. (1974) 18 1 23

Relates experiences teaching seventh grade social studies where content was combined with critical reading and communication skills by using flexible multilevel lessons incorporating involvement and success.

FRIDIAN, SISTER M., SISTER M. ROSANNA. A DEVELOPMENTAL READING EXPERIMENT IN A EUROPEAN HISTORY CLASS. (1958) 01 2 3

Shows how speed and comprehension of reading historical material may be improved by the cooperative efforts of college teachers.

LACKEY, GEORGE H.,JR., DORIS ROLLINS. HISTORY AND CURRENT EVENTS: A TIME AND PLACE FOR CRITICAL READING. (1965) 08 6 373

Describes a program which combines the teaching of current events and critical reading skills. Comments that the two areas were found to be highly complementary.

PALMER, WILLIAM S. COMPASS: SOCIAL STUDIES - SUGGESTIONS FOR IMPROVEMENT. (1973) 16 7 529

Suggests that solutions for improving reading instruction in social studies lies in eclectic approaches which concentrate on the student, his development and needs.

SANDERS, PETER L. TEACHING MAP READING SKILLS IN GRADE NINE. (1969) 12 4 283

Compares the effect of two methods of teaching map reading skills to lower track ninth grade students and concludes that inductive procedures, including carefully planned reading assignments and small group activities, were more effective than the lecture-read-review approach.

THOMAS, ELLEN LAMAR, PHILIP MONTAG. A SOCIAL STUDIES DEPARTMENT TALKS BACK. (1966) 10 1 22

Records an interview with social studies teachers at the University of Chicago Laboratory School concerning the matching of materials to reading achievement of students.

WARLICK, R.A., JR. THE COMPREHENSION FACTOR IN COLLEGE SOCIAL STUDIES. (1959) 02 3 37

Enumerates the comprehension skills needed by students in social studies and suggests ways of aiding students to improve them.

07.4 MATHEMATICS/SCIENCE

AARON, I.E. READING IN MATHEMATICS. (1965) 08 6 391

Suggests five specific areas of responsibility of the mathematics teacher in teaching specialized reading skills unique to his field. He should develop (1) the mathematical vocabulary, (2) the concept background, (3) the ability to select the suitable skills and rates appropriate to the task, (4) proficiency in reading equations, charts, graphs and tables and (5) skill in interpretation of mathematical symbols and abbreviations.

BRAGSTAD, M. BERNICE. TEACHING STUDENTS HOW TO LEARN. (1975) 19 3 226

Reports the success of a four-week program focusing on learning strategies for high school geometry involving 25 controls and 25 experimental students who worked together with teachers to explore the learning process and study techniques. Significant differences in favor of the experimental group appeared. Includes suggestions for teaching study skills.

EARP, N. WESLEY. OBSERVATIONS ON TEACHING READING IN MATHEMATICS. (1970) 13 7 529

Surveys studies dealing with reading in mathematics and recommends greater emphasis on methods of teaching reading skills in the content areas.

KNIGHT, DAVID W., PAUL BETHUNE. SCIENCE WORDS STUDENTS KNOW. (1972) 15 7 504

Offers a list of science words recognized at various grade levels and gives four suggestions for its use.

LEES, FRED. MATHEMATICS AND READING. (1976) 19 8 621

Enumerates several suggestions for improving mathematical reading skills and enhancing the learning of mathematics.

MAFFEI, ANTHONY C. READING ANALYSIS IN MATHEMATICS. (1973) 16 7 546

Recommends the application of the PQ4R method to mathematical word problems.

TAYLOR, ROBERT T. HIGH SCHOOL SCIENCE READING. (1958) 01 3 30

Contends that the reading needs of able students interested in science may often be neglected and suggests approaches to capture their interest through guided reading in science-related books.

THELEN, JUDITH N. COMPASS:SCIENCE - LEARNING IN SEVERAL DIRECTIONS. (1973) 16 7 525

Describes the science reading workshops and training sessions and reports on the response of the faculty.

WIEGAND, REGIS B. PITTSBURGH LOOKS AT THE READABILITY OF MATHEMATICS TEXTBOOKS. (1967) 11 3 201

Recommends that textbook selection committees should study high school students' reading achievement, examine the readability of textbooks, and adopt multiple textbooks in order to match student performance with text difficulty.

07.5 OTHER SUBJECT AREAS

AHRENDT, KENNETH M., SHIRLEY S. HASELTON. ESSENTIAL READING SKILLS IN BOOKKEEPING. (1973) 16 4 314

Applies the general methods of developmental reading to the specific content area of bookkeeping.

BOSANKO, ROBERT G. THEY LEARN TO READ IN AUTO I - HONEST. (1975) 19 1 33

Describes organization and implementation of a program designed to make a California high school environment a reading laboratory including (1) development of facilities, (2) needs assessment, (3) creation of a reading strategy committee, (4) inservice training and (5) reorganization of many classes.

CONROY, MICHAEL T. PROJECT BOOKMARK: READING AND GRAPHIC ARTS. (1971) 15 1 60

Describes how designing a bookmark can also serve to teach reading skills and stimulate recreational reading.

ERICKSON, ROBERT, ELLEN LAMAR THOMAS. ART CLASS BOOK COLLECTION PROMOTES BETTER READING. (1968) 11 5 333

Describes a reading program initiated by an art teacher and aimed at poor readers. Improved reading resulted from improved self-concept due to success in art, and reading to answer specific art-related needs.

GIBBS, MARY ELLEN. THE COACH TEACHES READING THROUGH MUSIC. (1970) 14 1 23

Illustrates the means by which a junior high school reading class, taught by a physical education coach, reaches its objectives through music.

JOHNSTON, JOYCE D. THE READING TEACHER IN THE VOCATIONAL CLASSROOM. (1974) 18 1 27

Describes a practical program for enabling students to meet the various reading demands in the field of cosmetology emphasizing that all reading related instruction must be totally relevant to and emanate directly from, the occupational area.

SARTAIN, HARRY W. CONTENT READING - THEY'LL LIKE IT. (1973) 17 1 47

Advocates a project involvement approach for teaching reading and study skills in content fields and offers a number of specific suggestions.

THOMAS, ELLEN LAMAR. BOOKS ARE THE GREATEST. (1968) 12 2 119

Reports on a special informal reading program initiated and carried out by a physical education coach.

08 INSTRUCTIONAL METHODS AND ACTIVITIES

ALLINGTON, RICHARD L. IMPROVING CONTENT AREA INSTRUCTION IN THE MIDDLE SCHOOL. (1975) 18 6 455

Views the role of the middle school teacher as diagnostic-prescriptive and best concerned with identifying needs and abilities and offering an appropriate instructional sequence.

BACHNER, SAUL. TEACHING READING AND LITERATURE TO THE DISADVANTAGED PART IV -- METHODS. (1974) 18 3 238

Reviews methods and materials successful in teaching disadvantaged students.

BACHNER, SAUL. TEACHING READING AND LITERATURE TO THE DISADVANTAGED PART VI -- ONE TEACHER'S EXPERIENCE. (1975) 18 5 363

Emphasizes the importance of the teacher's use of materials and relationship with the students.

BACHNER, SAUL. TEACHING READING AND LITERATURE TO THE DISADVANTAGED PART VII - SPECIFIC PRACTICES: AN ASSIGNMENT. (1975) 18 6 481

Articulates exhaustive plans for teaching the short story, "The Prison" by Bernard Malamud, which was selected for its interest to eleventh grade students.

BACHNER, SAUL. THE PAPERBACK LIBRARY. (1967) 10 7 473

Recounts a first experience with a portable paperback library.

BECKER, GEORGE J., JOAN F. CURRY. WHAT DO YOU DO WHEN THE MACHINES BREAK DOWN? (1976) 19 6 451

Offers a number of suggestions for language activities which might be used in situations where the planned activities cannot be carried out.

BECKER, JOHN T. LANGUAGE-EXPERIENCE ATTACK ON ADOLESCENT ILLITERACY. (1972) 16 2 115

Suggests values which may result from using discussion techniques, thought recordings and follow-up activities.

BECKERMAN, LEON. A LYRICAL EXPERIENCE. (1971) 14 4 242

Suggests using popular song lyrics to teach inferential comprehension skills.

BOLZ, GEORGE. INTER-CLASS GROUPING. (1967) 11 1 22

Describes a whole-school reading program in which all staff members take the responsibility for teaching reading by grouping within their classes. Responses of teachers and students are very positive.

BORTNICK, ROBERT, GENEVIEVE S. LOPARDO. AN INSTRUCTIONAL APPLICATION OF THE CLOZE PROCEDURE. (1973) 16 4 296

Describes the use of cloze to instruct students in using context clues, in ascertaining the readability of material and in evaluating student performance.

BRAAM, LEONARD S., ALLEN BERGER. EFFECTIVENESS OF FOUR METHODS OF INCREASING READING RATE, COMPREHENSION, AND FLEXIBILITY. (1968) 11 5 346

Finds that paperback scanning is consistently superior to using a tachistoscope, a controlled reader, or controlled pacing for increasing reading rate and flexibility.

CAFFENTZIS, MARIA V., BARBARA J. JOELS. TEACHING STRATEGIES FOR VARIOUS BEHAVIOR TYPES. (1976) 20 2 107

Classifies student behaviors into sixteen different types (nonverbal solitary, noisy hard working, overactive, etc.) and suggests specific instructional methods for each.

CAPUZZI, DAVE. INFORMATION INTERMIX (1973) 16 6 453

Details the intermix method of group activity suggesting its value in personalizing the learning environment in a college reading and study skills center.

CAPUZZI, DAVE, MARY O. NETHERTON WARREN. USING TRANSACTIONAL ANALYSIS -- MAKING THE READING EXPERIENCE O.K. (1974) 18 3 225

Suggests awareness and use of transactional analysis to increase communication in the classroom and to understand the psychological dynamics of the learning experience.

CARROLL, L. PATRICK. THOSE PESKY BOOK REPORTS. (1967) 10 7 468

Outlines a solution to the problem of determining whether or not a student has actually read a book.

COOKE, BRIDGET L., WILLIAM R. FARROW. NEEDS, MATERIALS, CURIOSITY: A DIFFICULT COMBINATION. (1975) 19 3 214

Examines problems of (1) realistically meeting the needs of individual students, (2) working with sterile skills materials and (3) awakening curiosity and equipping students with tools to satisfy that curiosity with inner city adults preparing for college level studies.

CORTRIGHT, RICHARD W. TEACHING ILLITERATES TO READ: THE ROLE OF LITERISTICS. (1959) 02 2 3

Surveys methods used in literacy instruction in various countries and settings.

DEVAN, STEVEN, ROZALYN KLEIN, TERRENCE V. MURPHY. PRIMING - A METHOD TO EQUALIZE DIFFERENCES BETWEEN HIGH AND LOW ACHIEVEMENT STUDENTS. (1975) 19 2 143

Reports on an inquiry-based approach to a social studies unit with students at all achievement levels given a structured model within which to operate. Concludes that (1) low achievement students can compete as intellectual equals with high achievement students, (2) high achievement students are forced to re-evaluate their status within the class, (3) low achievement students are willing to participate fully in process oriented assignments when success appears achievable and (4) modeling and differentiating an inquiry based approach enables many students to perform at a level comfortable to them and encouraged on-task behavior.

DONLAN, DAN. DEVELOPING A PARTICIPATION GUIDE FOR A PLAY. (1975) 18 4 316

Outlines a participation guide for A RAISIN IN THE SUN providing for pre-reading, reading and post-reading activities.

DONLAN, DAN. MULTIPLE TEXT PROGRAMS IN LITERATURE. (1976) 19 4 312

Presents a step-by-step process by which a literature teacher can develop a multiple text participation guide for a classroom of mixed ability students. Provides an illustrative topical unit: "Survival".

EARLE, RICHARD A., PETER L. SANDERS. INDIVIDUALIZING READING ASSIGNMENTS. (1973) 16 7 550

Describes techniques for individualizing reading assignments in subject matter classes including using differing levels of questioning, incorporating varying degrees of structure, grouping, selecting appropriate materials, and varying the length of assignments.

EARLE, RICHARD A., RICHARD MORLEY. THE HALF-OPEN CLASSROOM: CONTROLLED OPTIONS IN READING. (1974) 18 2 131

Suggests creation of the "half-open" classroom where increased freedom with responsibility can be achieved by the gradual adjustment of time, task and student movement.

EPSTEIN, IRA D. WHAT HAPPENED THE DAY YOU WERE BORN? (1977) 20 5 400

Suggests the use of newspapers dating back to the students' date of birth as a device to teach such skills as critical reading, skimming, evaluating, summarizing, and the like. Includes concrete examples to aid teachers' planning.

FINDER, MORRIS. TEACHING TO COMPREHEND LITERARY TEXTS - DRAMA AND FICTION. (1974) 17 4 272

Discusses "literal-sense" comprehension, the skill of inferring the main action of an imaginative work, and "part-whole" skills of inferring the intended effects and causes incorporated within the work by which they are produced. Examples are from THE GLASS MENAGERIE and "Birthday Party".

FOODY, NORMA E. READING PERIODICALS IN A COMMUNITY COLLEGE. (1970) 14 1 15

Describes in detail an assignment in reading periodicals.

FRANKEL, JILL CATHERINE. LEARNING CENTERS FOR READING IN JUNIOR HIGH. (1975) 19 3 243

Recommends learning centers as a means of providing reinforcement activities for the majority of the class while the teacher attends to individuals or small groups. Gives suggestions for organization and examples of successful centers.

FUHR, MORTON L. THE TYPEWRITER AND RETARDED READERS. (1972) 16 1 30

Reports a study which suggests that taking a typing course results in greater increase in reading achievement than attending a remedial reading course taught by a high school English teacher.

GOODRICH, HOWARD B. READING POETRY IS CREATIVE TOO. (1967) 10 7 435

Suggests methods of teaching poetry for an understanding of the basic poetic process.

HANSELL, T. STEVENSON. INCREASING UNDERSTANDING IN CONTENT READING. (1976) 19 4 307

Advocates that content teachers should help students to read by helping them understand the content before they deal with the print. Suggests student-centered pre-reading activities.

HARRIS, ALBERT J. PANACEAS IN READING. (1972) 16 1 8

Suggests that new methodologies should be tried on a very small scale, carefully evaluated, pilot studied, and evaluated again before being publicized.

HERBER, HAROLD L., JOAN B. NELSON. QUESTIONING IS NOT THE ANSWER. (1975) 18 7 512

Postulates that using questions to guide students' reading in order to develop reading skills is really based on the assumption that students already have the skill, and provides an alternate method for comprehension development.

JOHNSON, HARRY W. A SINGLE PROCEDURE FOR THE DEVELOPMENT OF MEANING VOCABULARY, SIGHT VOCABULARY, OR FOREIGN VOCABULARY. (1961) 04 3 174

Describes a four-phase word attack technique which students confronted by new words will find useful.

JOHNSON, LAURA S. COOL IT, TEACH, AND TAPE ALL OF IT. (1973) 17 2 129

Relates an anecdote about the use of tapes in a reading laboratory.

JONES, MARGARET B., EDNA C. PIKULSKI. CLOZE FOR THE CLASSROOM. (1974) 17 6 432

Reports that data from a study involving thirty randomly selected sixth grade students, cloze procedure, an informal reading inventory and the COMPREHENSIVE TEST OF BASIC SKILLS indicates that cloze procedure more closely approximated inventory scores than did the standardized test.

KELLEY, JOSEPH G. MASS MEDIA IN SECONDARY SCHOOLS. (1974) 17 8 632

Lists several mass media issues and ideas which lend themselves to secondary school study and briefly describes how some of these might be handled.

KINNE, ERNEST. SONG OF MYSELF: ENIGMA OR LEGACY? (1959) 02 3 64

Presents an approach to improve comprehension when faced with a truly difficult poem or complex prose.

KRAIL, JACK B. THE AUDIO-LINGUAL APPROACH AND THE RETARDED READER. (1967) 11 2 93

Investigates problems of retarded readers: attitude, background, subvocalizing. Uses the analogy of learning a foreign language to support the use of an audio-lingual (making phonemic-graphemic correspondences) procedure with retarded readers.

LA PRAY, MARGARET, RAMON ROSS. THE GRADED WORD LIST: QUICK GAUGE OF READING ABILITY. (1969) 12 4 305

Presents the San Diego Quick Assessment graded word list and outlines its use as a measure of reading ability for high school and adult students with poor decoding skills.

LAZARUS, ARNOLD. NEGLECTED STEPS IN THE TEACHING OF READING. (1964) 07 3 215

Discusses the importance of "reading for understanding" and the related, but often neglected, skills upon which such comprehension hinges.

LETSON, CHARLES T. SOURCE UNIT ON READING FLEXIBILITY. (1960) 04 1 63

Presents a guide to student activities which was designed to improve reading flexibility.

LEVINE, ISIDORE. QUANTITY READING: AN INTRODUCTION. (1972) 15 8 576

Suggests that quantity reading is essential if children are to develop mastery of written communication because written discourse is structurally different from oral language.

LUMSDEN, D. BARRY. PROGRAMED INSTRUCTION: BUYER BEWARE. (1975) 19 1 52

Advises teachers of adult reading to insist that publishers provide data showing a particular program will achieve its advertised claims and cautions against uncritical acceptance of programmed materials.

MANZO, ANTHONY V. GUIDED READING PROCEDURE. (1975) 18 4 287

Puts forward the Guided Reading Procedure as a means of drawing student attention to frequently neglected fundamental comprehension skills and attitudinal factors.

MASON, MARGARET. PERSONALIZED BIBLIOGRAPHIES: A NEW MITHRIDATES. (1965) 09 2 112

Suggests "use with temperance" of classic literature in the high school curriculum.

MAYHEW, JEAN B., CARL H. WEAVER. FOUR METHODS OF TEACHING READING IMPROVEMENT AT THE COLLEGE LEVEL. (1960) 03 2 75

Compares the gains in reading skills by university students under four different methods of instruction using Harvard Reading Materials, SRA Reading Materials and combinations of the two.

MC CORD, HALLACK. HYPNOSIS AS AN AID TO INCREASING ADULT READING EFFICIENCY. (1962) 06 1 64

Reports an experiment using post-hypnotic suggestion to improve one subject's reading. A significant increase in measured reading performance is noted.

MC INTYRE, VIRGIE M. SURVIVAL KITS FOR STRAGGLERS. (1977) 20 8 661

Provides an example of a "reading survival kit" individualized to the students' interest -- racing cars.

MC LAUGHLIN, G. HARRY. READING AT "IMPOSSIBLE" SPEEDS. (1969) 12 6 449

Attempts to provide a new theory to account for the phenomenon of speed reading. Reports details of exploratory studies which suggest that speed reading may be explained in terms of parallel processing.

MELNIK, AMELIA. QUESTIONS: AN INSTRUCTIONAL-DIAGNOSTIC TOOL. (1968) 11 7 509

Investigates the role of questions in reading comprehension and their formulation to serve multiple purposes (diagnostic, instructional) and encourages students to design their own questions.

MOCKER, DONALD W. COOPERATIVE LEARNING PROCESS: SHARED LEARNING EXPERIENCE IN TEACHING ADULTS TO READ. (1975) 18 6 440

Describes a systematic approach which accommodates the characteristics of adult learners and requires student input and responsibility.

MULLIGAN, JOSEPH P. USING LANGUAGE EXPERIENCE WITH POTENTIAL SCHOOL DROPOUTS. (1974) 18 3 206

Outlines the organization of a Language Experience Approach reading program with potential high school dropouts, which provides teachers and students with a realistic motivational basis for skills acquisition.

NIENSTED, SERENA. A GROUP USE OF THE FERNALD TECHNIQUE. (1968) 11 6 435

Claims an active involvement by pupils (tracing with fingers, underlining) results in improvement in reading, writing and spelling.

NIERATKA, ERNEST B., IRENE M. PEACHY. LITERACY AND THE ADULT STUDENT: "GOOD OLD, BAD OLD WAYS". (1975) 19 2 137

Contends that reading material should be interesting, whole language in relevant total context (IWL-RTC) and provides examples and suggestions for using this approach.

NILES, OLIVE STAFFORD, RALPH W. GOODRICH. CONNECTICUT TITLE II: TEACHERS FOCUS ON CREATIVE IDEAS. (1973) 16 5 388

Suggests ways to motivate the reluctant reader and emphasizes the role of classroom teachers in developing and justifying their plans.

NISSMAN, ALBERT. PROBING PROBLEMS IN PANELS. (1961) 04 2 139

Describes the examination of problems by panel groups in a ninth grade classroom. The group discussions were centered on books chosen from a prescribed list.

NOLAND, RONALD G., LYNDA H. CRAFT. METHODS TO MOTIVATE THE RELUCTANT READER. (1976) 19 5 387

Delineates fifteen approaches which have been successfully used to motivate clients of the Auburn University Reading Clinic, many of whom read at the primer level or below.

O'BRIEN, DONALD, SHEILA SCHWARZBERG. A STRATEGY FOR IMPROVING TEENAGERS' UNDERSTANDING AND APPRECIATION OF POETRY. (1977) 20 5 381

Presents reading and reaction guides as a strategy in the teaching of poetry. Suggests they encourage student participation in small-group discussions and provide structure that leads students through the three levels of comprehension in a manner that nutures divergent thinking and active involvement.

PAINTER, HELEN W. THE TEACHER'S ROLE IN THE DEVELOPMENT OF LIFETIME READING HABITS OF SECONDARY SCHOOL STUDENTS. (1965) 08 4 240

Explains that the key to the building of lifetime reading habits lies with an interested, perceptive teacher who helps students with basic reading skills. Describes the qualities and activities of such a teacher.

PETERS, F.J.J. NORWEGIAN TV -- A CONTINUING READING PROGRAM. (1974) 18 3 200

Describes the previewing, subtitling and summarizing process by which Norwegian television and newspapers present foreign language TV programs thus providing a continuing reading activity adaptable to all ages and educational levels.

RAUCH, SIDNEY J. TEN GUIDELINES FOR TEACHING THE DISADVANTAGED. (1967) 10 8 536

Develops guidelines and suggests materials for helping teachers overcome reading problems of the culturally disadvantaged.

ROSS, ELINOR P., BETTY D. ROE. COLLEGIANS CONTRACT FOR READING. (1973) 17 1 40

Describes a self-directed individualized reading program at Tennessee Tech which provides both developmental and remedial instruction.

RUBIN, DOROTHY. TO HELP THE NEEDY. (1971) 14 7 463

Discusses the content, organization, teaching and execution of a required developmental reading skills course for students entering college who are deficient in reading skills.

SARTAIN, HARRY W. CONTENT READING - THEY'LL LIKE IT. (1973) 17 1 47

Advocates a project involvement approach for teaching reading and study skills in content fields and offers a number of specific suggestions.

SCHUMANN, ALFRED R. USING CURRENT EVENTS. (1959) 03 1 62

Outlines day-by-day work done with eighth-grade students who read below grade level using current events to improve their skills and attitudes.

SHAW, PHILLIP B. FIRST COUSINS: COLLEGE READING SPECIALISTS AND FRESHMEN TEACHERS. (1960) 03 3 149

Discusses the role of college instructors teaching freshmen students and suggests three basic teaching devices to improve their students' reading.

SHAW, PHILLIP. INDIVIDUALIZATION OF INSTRUCTION IN FRESHMAN ENGLISH. (1964) 07 3 150

Describes three stages for individualizing instruction in a college freshman English class.

SHENKMAN, HARRIET. "TELL YA WHAT I'M GONNA DO". (1973) 16 5 392

Suggests using illustrated advertisements in a college entrance reading class to teach inference, multiple word meaning, personification, persuasion by contrast, and selection of main ideas.

SHEPERD, JAMES W., FRANCES DICKERSON. THE FRY GRAPH WAKES UP STUDENT WRITERS. (1977) 20 4 292

Illustrates how a readability analysis of written assignments can alert students to their level of writing and aid them in upgrading their work.

SHEPHERD, TERRY R. GROUPING: SAUCE, GOOSE AND GANDER. (1973) 16 6 449

Investigates the self-image of students grouped in the "low" level and suggests that grouping may be good for some students and not for others.

SHUY, ROGER W. PERFORMANCE CONTRACTS AND READING: THE GREAT OVERSIMPLIFICATION. (1972) 15 8 604

Exposes four gross oversimplifications of the educational task and cautions against blind acceptance of performance contracts.

SMITH, JEANNE. OUTDOOR EDUCATION AS A METHOD OF TEACHING READING. (1968) 12 3 229

Describes reading activities which did not resemble school work but were a fundamental, integral part of camp life.

SOLL, LILA. LEARNING BY DOING. (1972) 15 7 496

Describes the advantages and limitations of study labs in specific disabilities.

STONE, DAVID R. TEACHING THREE FUNCTIONS OF STUDY-READING. (1960) 03 2 137

Proposes three functions which a useful study-reading method must perform: identifying, collecting, providing for reconstruction.

STRANG, RUTH. DIAGNOSTIC TEACHING OF READING IN HIGH SCHOOL. (1965) 08 3 147

Points out the complexities and value of diagnostic teaching when instituted on a school-wide basis.

STRANG, RUTH. TEACHING READING TO THE CULTURALLY DISADVANTAGED. (1967) 10 8 527

Presents a list of theoretically sound procedures which have been used successfully with disadvantaged groups or individuals.

TAYLOR, EARL A. GROUPING PUPILS AND ADULTS IN TERMS OF SIGHT VOCABULARY AND THE FUNDAMENTAL READING SKILL (1962) 05 3 164

Suggests using the data from eye-movement photography and sight vocabulary tests to place children (or adults) into homogenous groups.

THOMPSON, RICHARD F. MULTIVARIATE ANALYSIS: NEW LIGHT ON READING IN LITERATURE INSTRUCTION. (1974) 17 7 538

Re-analyzes data from existing research using multivariate analysis of variance and tentatively suggests that a subject-centered approach may be most beneficial for literary interpretation while a student-centered approach will be more effective in promoting general reading and literature appreciation.

THOMPSON, RUBY L. WORD POWER: HOW TO USE WHAT THEY LIKE TO GIVE THEM WHAT THEY NEED. (1971) 15 1 13

Recommends, as a vocabulary building technique, an entry to areas of concern and an approach to other methods of word study, having students introduce and defend new vocabulary items for a class word list.

TUTOLO, DANIEL J. THE STUDY GUIDE -- TYPES, PURPOSES AND VALUE. (1977) 20 6 503

Defines the content area study guide and provides examples of what the author terms interlocking and noninterlocking guides.

TWINING, JAMES E. READING AND LITERATURE: THE HETEROGENEOUS CLASS. (1975) 18 6 475

Suggests initial direction for involving students with literature in terms of interest, identification and relevance and presents a basic design for flexible grouping.

VACCA, JO ANNE, RICHARD T. VACCA. LEARNING STATIONS: HOW TO IN THE MIDDLE GRADES. (1976) 19 7 563

Presents strategies for using stations in reading and language arts and includes a Stations Implementation Chart and Self-Evaluation Form.

VACCA, RICHARD T. READING REINFORCEMENT THROUGH MAGIC SQUARES. (1975) 18 8 587

Illustrates the use of the magic squares technique for reading reinforcement activities in a game-like setting.

WAGENER, ELAINE H. RECIPE FOR READING COMPREHENSION. (1977) 20 6 498

Illustrates how the use of old cookbooks can be an exciting alternative to the usual reading comprehension exercises -- imparting such skills as following directions, drawing inferences, making comparisons, and sequencing.

WEAVER, WENDELL W., ALBERT J. KINGSTON. QUESTIONING IN CONTENT READING. (1967) 11 2 140

Emphasizes the importance of questions in guided reading of textbooks, particularly focusing on Rothkopf's studies of the positioning of questions.

WEISS, M. JERRY. MY CLASS TAUGHT ME - THE BEST LAID PLANS ARE INDIVIDUALIZED . (1958) 02 1 9

Illustrates how literature can be made meaningful to students by fostering individual expression and participation based on students' interests and backgrounds.

WHISLER, NANCY G. BOOK REPORTING COMES ALIVE. (1973) 16 5 383

Suggests several creative alternatives to the routine book report.

WILLIAMS, MAURICE, SYLVIA BLACK. ASSIGNMENTS: KEY TO ACHIEVEMENT. (1968) 12 2 129

Urges that teachers establish worthwhile purposes, provide readable materials, develop vocabulary and word attack skills and build study skills in making assignments.

WILLIAMS, RALPH M. READING AND EVOLUTION. (1960) 04 1 3

Traces the evolution of reading from oral to silent reading with lip movements, to silent reading with sub-vocalization, to reading by phrases and larger units. Suggests phrase reading be taught in schools.

WILLIAMSON, ANN POLLARD. AFFECTIVE STRATEGIES FOR THE SPECIAL READING TEACHER. (1973) 17 3 228

Outlines several strategies and diagnostic techniques related to the development of positive self-concept in reading disabled adolescents.

WOOD, JUDITH. USING THE TAPE RECORDER IN TEACHING ADULTS TO READ. (1968) 11 7 528

Proposes the following uses for tape recorders: (1) to teach beginning reading, (2) to improve phonetic ability, (3) to improve oral reading, (4) to improve comprehension, (5) to improve motivation, (6) for diagnosis and evaluation, and (7) as a supplemental aid.

WOZENCRAFT, MARIAN. READING METHODS WHEN GRANDMOTHER WAS A GIRL. (1965) 08 3 155

Presents an historical account of several major issues in reading including synthetic, whole word and sentence methods in beginning reading, the content of instructional reading materials and oral reading.

WRIGHT, JOHN C. A CLASSROOM DEMONSTRATION FOR MOTIVATIONAL PURPOSES. (1962) 05 4 282

Describes a demonstration which proves to students that two-thirds of the information they get from a passage comes from their preview of it.

WULFFSON, DON L. MUSIC TO TEACH READING. (1970) 14 3 179

Recommends using song lyrics to teach remedial students.

YODER, ALBERT C. READING LITERATURE: TWO SCHOOLS OF THOUGHT. (1975) 18 4 312

Recognizes value in both formalistic and subjective approaches to literature and advocates drawing from both.

09 MATERIALS

09.1 GENERAL

ATWATER, JOAN. A REMINDER: MATERIALS ARE TOOLS. (1967) 11 1 53

Discusses reading improvement courses at the secondary school and college level. Points out that sound objectives and corresponding teaching strategies are more important than instructional materials and hardware.

AXELROD, JEROME. SOME FLAWS IN COMMERCIAL READING COMPREHENSION MATERIALS. (1974) 17 6 474

Lists ten flaws found in commercially prepared materials, providing specific examples of each.

BALL, HOWARD G. STANDARDS FOR MATERIALS SELECTION. (1976) 20 3 208

Provides a checklist (organized under seven headings) to assist teachers in assessing the instructional quality of reading resource materials.

HARRIS, FRANCES LANE. TEACHING ADULTS TO READ WITH TEACHER-MADE MATERIALS. (1967) 10 8 560

Reports on materials developed and methods used in teaching Basic Adult Education.

JONES, REGINALD L., EARL L. VAN WHY. THE SRA READING LABORATORY AND FOURTH GRADE PUPILS. (1961) 05 1 36

Describes an experimental study on the effectiveness of an SRA Reading Laboratory with fourth grade pupils. Reports no significant differences in vocabulary or comprehension gains between the experimental and control groups, but within the experimental group high achievers made the greatest gains in vocabulary while low achievers made greatest gains in comprehension.

ROE, BETTY DANIEL. TEACHER PREPARED MATERIAL FOR SLOW READERS. (1972) 15 4 277

Gives specific steps in lowering the readability level of classroom tests through replacing hard words with more familiar ones and simplifying the sentence structure.

STAUFFER, HILDA. NEW MATERIALS ON THE MARKET. (1977) 20 5 404

Classifies new materials by the type of material, reading difficulty, interest level, and skills developed. An evaluation of the material is not included.

STAUFFER, HILDA. NEW MATERIALS ON THE MARKET. (1976) 19 5 392

Presents a compilation of relatively new products as announced by companies responding to a JOURNAL OF READING informational request.

09.2 BOOKS/TEXTS/MASS MEDIA

ALLEN, ARTHUR T. SPARKLING IN WONDERMENT. (1971) 15 2 132

Supports and defends the teaching of childrens' literature.

ALLINGTON, RICHARD L. BOOK BANNING: NO EASY ANSWERS. (1975) 19 3 201

Discusses recent censorship controversies and suggests that a practical approach to book selection based on schoolwide policies and rigorous scrutiny is the most reasonable approach. Provides references.

BACHNER, SAUL. TEACHING READING AND LITERATURE TO THE DISADVANTAGED PART V -- PRACTICE: MATERIALS. (1975) 18 4 292

Reviews the MacMillan GATEWAY ENGLISH series, Holt's IMPACT SERIES, and Follett's SUCCESS IN LANGUAGE.

BARBAR, DONNA J. USING THE ADOLESCENT NOVEL IN A SECONDARY READING LAB. (1976) 20 1 23

Characterizes the adolescent novel as an ideal literary form for use in the secondary remedial reading lab and details its use in diagnosis, remediation, and the expansion of motivation and interest.

BARRILLEAUX, LOUIS E. TEXTBOOK AND LIBRARY USAGE IN JUNIOR HIGH SCIENCE . (1967) 11 3 192

Evaluates library utilization by junior high school science students in relation to textbook use. Students without assigned texts made use of library materials significantly more than students with texts.

BRITTON, GWYNETH E. SEX STEREOTYPING AND CAREER ROLES. (1973) 17 2 140

Reports a content analysis study on materials used by grades one to ten which indicated that sexual stereotyping is overwhelmingly present in frequently used basal reading series, with the repeated illustration of the concept that lifestyles and career roles are determined by sex.

BYRNE, JAMES A., ARTHUR S. MC DONALD, GEORGE A. SPACHE. TELEVISION TRAINING FOR READING TEACHERS. (1958) 01 2 46

Suggests that television may be used to bring a series of programs concerning improvement of reading to classroom teachers in secondary schools.

COHEN, S. ALAN. PAPERBACKS IN THE CLASSROOM. (1969) 12 4 295

Finds the literature somewhat scanty on the use of paperbacks in the classroom and describes the reluctance of many teachers to use these materials.

CORTRIGHT, RICHARD W. TEACHING ILLITERATES TO READ: THE ROLE OF LITERISTICS. (1959) 02 2 3

Surveys methods used in literacy instruction in various countries and settings.

CUNNINGHAM, DICK, SCOTT L. SHABLAK. SELECTIVE READING GUIDE-O-RAMA: THE CONTENT TEACHER'S BEST FRIEND. (1975) 18 5 380

Provides a technique for creating a step by step format for student modeling of appropriate teacher behaviors in completing reading assignments.

DONLAN, DAN. DEVELOPING A PARTICIPATION GUIDE FOR A PLAY. (1975) 18 4 316

Outlines a participation guide for A RAISIN IN THE SUN providing for pre-reading, reading and post-reading activities.

DUDLEY, MARGARET W. THE READING DEVELOPMENT ACTIVITIES OF THE NATIONAL BOOK COMPANY. (1958) 01 4 3

Describes the activities and goals of the National Book Committee, a non-profit society of citizens devoted to the use of books.

EBERWEIN, LOWELL. WHAT DO BOOK CHOICES INDICATE? (1973) 17 3 186

Presents the Reading Interest Inventory, a checklist of 174 book titles from the JUNIOR HIGH SCHOOL LIBRARY CATALOG, and provides data on a stratified random sample of 150 grade six, seven and eight students which indicates the appropriateness of the instrument.

EDITOR, MONTHLY LETTER OF THE ROYAL BANK OF CANADA(MONTREAL). ON READING PROFITABLY. (1959) 02 3 3

Enumerates the benefits and pleasures to be derived from reading books.

FINDER, MORRIS. TEACHING TO COMPREHEND LITERARY TEXTS - POETRY. (1971) 14 6 353

Suggests ways to help students understand imaginative literature.

FORTENBERRY, WARREN D. MAGAZINE AND NEWSPAPER READING OF JUNIOR COLLEGE FRESHMEN. (1961) 05 1 67

Surveys the magazine and newspaper reading interests of junior college freshmen and reports on the time they spend in reading such magazines and newspapers.

GALLOWAY, PRISCILLA. HOW SECONDARY STUDENTS AND TEACHERS READ TEXTBOOKS. (1973) 17 3 216

Compares the ability of teachers and students to read textbooks as indicated by the results of cloze tests with responses made first in isolation and then in context.

HARKER, W. JOHN. MATERIALS FOR PROBLEM READERS: WHY AREN'T THEY WORKING? (1975) 18 6 451

Urges the necessity of establishing and maintaining a balance between teaching skills and developing motivation, in using materials to aid reluctant readers.

HARRIETTA, SISTER MARY. PURPOSE IN READING FOR CHILDREN. (1962) 05 2 139

Discusses the purposes of adults in selecting reading materials for children, and notes that only good books will help meet spiritual, aesthetic and societal goals.

HILL, WALTER. CONTENT TEXTBOOK: HELP OR HINDRANCE? (1967) 10 6 408

Shows there is solid evidence to confirm that the content area textbook as traditionally used, is less help and possibly more hindrance to the student than commonly assumed.

HOUK, ANNELLE S., CARLOTTA L. BOGART. VERBS ARE WHERE THE ACTION IS. (1969) 12 7 549

Urges leading students to recognize how authors deliberately select verbs to develop paragraphs with different functions.

JOHNSON, LAURA S. THE NEWSPAPER: A NEW TEXTBOOK EVERY DAY - PART II. (1969) 13 3 203

Describes games and plays used to motivate students in a remedial reading program.

JOHNSON, LAURA S. THE NEWSPAPER: A TEXTBOOK EVERY DAY - PART I. (1969) 13 2 107

Suggests many reasons why a daily newspaper makes a good text for a high school remedial reading program.

KANTROWITZ VIOLA. BIBLIOTHERAPY WITH RETARDED READERS. (1967) 11 3 205

Includes three case studies representative of retarded readers: disturbed background, schizophrenic and culturally deprived. Suggests that reading materials can present rewarding results (at least temporarily) in motivating emotionally and socially deprive children.

KRAUSE, KENNETH C. DO' AND DON'TS IN EVALUATING TEXTBOOKS. (1976) 20 3 212

Proposes a checklist of characteristics which makes textbooks more useable as a guide in selecting new acquisitions.

KELLEY, JOSEPH G. MASS MEDIA IN SECONDARY SCHOOLS.
(1974) 17 8 632

Lists several mass media issues and ideas which lend themselves to secondary school study and briefly describes how some of these might be handled.

KINGSTON, ALBERT J., JAMES A. WASH. PROGRAMED INSTRUCION.
(1965) 09 2 125

Examines the research literature and concludes that programed instruction has been shown to be an effective tool when properly used in the classroom.

KIRKNESS, VERNA J. PREJUDICE ABOUT INDIANS IN TEXTBOOKS.
(1977) 20 7 595

Documents the contention that Canadian social studies textbooks present biased views with respect to minority groups like Indians.

LAROCQUE, GERALDINE E. ADOLESCENT LITERATURE: THE STUDENT VOICE. (1974) 18 3 219

Urges attention to student rather than teacher or critic preferences in literature, suggesting a number of ways of determining these preferences.

LARRICK, NANCY. POP/ROCK LYRICS: POETRY AND READING.
(1971) 15 3 184

Explores the rich possibilities offered by pop/rock lyrics for teaching reading, poetry and language development.

LASSER, MICHAEL. THE STORY WORLD. (1977) 20 6 456

Illustrates the importance of myth and imaginative literature in developing the child's ability to think clearly and imaginatively and to explore more than obvious facts.

LIVO, NORMA J. MA GOOSE AND THE HOT SUMMER EVENING CLASS. (1971) 15 2 130

Presents a quiz on Mother Goose which was produced in a summer school course. An answer key is provided.

MAHEU, RENE. INTERNATIONAL BOOK YEAR: BOOKS FOR ALL. (1973) 16 5 360

Reiterates the four themes of International Book Year. A message from the Director General of UNESCO.

MATTILA, RUTH H. THE READING PROBLEM OF THE BIG BOYS. (1968) 11 6 452

Suggests high-interest-low vocabulary books for male teenage reluctant readers. Specifies pitfalls to avoid (books of elementary format, classics).

MC CALLISTER, JAMES M. USING PARAGRAPH CLUES AS AIDS TO UNDERSTANDING. (1964) 08 1 11

Discusses the differing internal comprehension clues in paragraphs and the differing roles of paragraphs in patterns of writing. Examples are given.

MC DONALD, ARTHUR S. TELEVISION, BOOKS, AND SCHOOL MARKS. (1959) 03 1 27

Reports the results of a survey investigating the self-reported TV viewing patterns (time spent and programs selected) of the top and bottom 27 percent of representative samples of high school students. Findings were compared to reading habits of the students.

MC MURTRY, R. GERALD. SOME BOOKS THAT LINCOLN READ. (1958) 01 2 19

Points out that Lincoln got most of his education not through formal schooling but from his extensive reading and conjectures about the influence various books may have had on the President.

MOORE, ROBERT E. SCIENCE FICTION IN A JUNIOR COLLEGE READING PROGRAM. 09 5 329

Delineates varieties of science fiction and potentialities for their use in a junior college reading course.

MULLER, AL. NEW READING MATERIAL: THE JUNIOR NOVEL. (1975) 18 7 531

Finds that the increased sophistication of subject matter treated in the junior novel is reflected in the literary sophistication of the genre, so that the younger student may no longer be asssumed capable of easily reading, enjoying and understanding such novels.

NEALON, THOMAS E. THE ADAPTED CLASSIC IN THE JUNIOR HIGH SCHOOL. (1966) 09 4 256

Compares extracts from original classics and their adaptations and provides [illegible]ist of abridged classics.

OLSEN, JAMES T. INSTRUCTIONAL MATERIALS FOR FUNCTIONALLY ILLITERATE ADULTS. (1965) 09 1 21

Offers guidelines for the construction and evaluation of new literacy materials.

ORNSTEIN, ALLAN C. 101 BOOKS FOR TEACHING THE DISADVANTAGED. (1967) 10 8 546

Lists books reflecting the role and contributions of the Negro and the Puerto Rican in American history and culture, indicating their level as junior high school or high school.

PAUK, WALTER. READING IMAGINATIVE PROSE: THE CATEGORY SYSTEM. (1972) 15 8 572

Explains the "Six Essential Categories" system developed to help teachers teach and learners learn the basic principles for reading and understanding imaginative literature.

PILLAR, ARLENE M. THE ADOLESCENT EXPERIENCE IN FOUR NOVELS. (1976) 19 4 294

Recommends four realistic novels generally appealing to pre-adolescents, which might improve the quality of students' literary experience.

REDDIN, ESTOY. COMMUNITY INVOLVEMENT IN DEVELOPING READERS. (1977) 20 8 655

Describes the commercial and non-commercial ways of providing access to the wide range of children's books needed to stimulate the desire and habit of reading.

REICHARD, CARY L., WILLIAM R. REID. AN INVESTIGATION OF FORMAT FOR READING MATERIAL FOR THE EDUCABLE MENTALLY RETARDED. (1970) 13 5 363

Discovers that educable mentally retarded students achieve better comprehension and reading rates when material is double spaced and the right margin is unverified.

RYDER, SARAH. LIVING UNDERWATER WITH DISADVANTAGED JUNIORS. (1968) 11 4 268

Explains the technique of Book Talks as a means for interesting students in reading materials.

RYDER, SARAH. STORIES FOR DISADVANTAGED SOPHISTICATES. (1968) 11 6 438

Gives a lesson on introducing three short stories and stresses the importance of appropriate content.

SCHAUMBERG, JUDITH B. BOOK SHOPPE BONANZA AT BURLEIGH JUNIOR HIGH. (1971) 15 1 47

Offers a method of creating a paperback book store in a high school.

SCHIAVONE, JAMES, E. OLIVER CAMACHO. A READING PERSPECTIVE. (1961) 04 2 77

Describes, and discusses problems encountered in, an adult reading program presented on educational television.

SIEGER, FREDERICK J. LITERATURE AND A CONCERN FOR HUMAN VALUES. (1971) 15 2 139

Presents the thesis that literature's chief objectives are the rejection of untruth and the illumination of life.

SIMMONS, JOHN S., JUANITA COX. NEW GRAMMAR TEXTS FOR SECONDARY SCHOOLS: HOW DO THEY READ? (1972) 15 4 280

Argues that grammar textbooks are among the most difficult to read, often beyond the ability of more than half the students.

SMITH, WILLIAM L., GEORGE E. MASON. SYNTACTIC CONTROL IN WRITING: BETTER COMPREHENSION. (1972) 15 5 355

Argues that level of syntax is as important as vocabulary control in reading materials.

STENSLAND, ANNA LEE. AMERICAN INDIAN CULTURE AND THE READING PROGRAM. (1971) 15 1 22

Augments previous lists of books for teaching the disadvantaged with selections relating to American Indian culture.

STOCKS, PATRICIA. IMPRESSIONS OF THE PENNY PRESS. (1975) 18 5 388

Offers methods used successfully to increase the number of areas in the newspaper which eighth graders read.

SUMMERS, EDWARD G. MATERIALS FOR ADULT BASIC EDUCATION. (1967) 10 7 457

Lists Adult Basic Education materials which have been evaluated and found particularly useful.

THOMAS, ELLEN LAMAR. BOOKS ARE THE GREATEST. (1968) 12 2 119

Reports on a special informal reading program initiated and carried out by a physical education coach.

TYLER, TRACY F., JR. ON SUPPLEMENTARY READING. (1963) 06 4 260

Stresses the need to use supplementary materials to extend the skills taught in basal reader programs and to provide opportunities for reading appreciation.

UMANS, SHELLEY. PROJECTS TO CREATE CREATIVITY IN EDUCATION. (1967) 10 8 542

Describes various programs designed for the culturally disadvantaged adolescent.

VEAL, L. RAMON. NEW MATERIALS ON TEACHING LITERATURE: A REVIEW. (1966) 10 2 108

Notes there is little research on the teaching of literature but reviews the background influences and new materials currently being developed in this area.

WARNER, JOHN R. THE INADEQUACIES OF VOCABULARY WORDBOOKS. (1959) 02 2 54

Identifies specific inadequacies in vocabulary workbooks and offers an alternate approach to building vocabulary.

09.3 READABILITY

ANDERSON, JONATHAN. RESEARCH IN READABILITY FOR THE CLASSROOM TEACHER. (1965) 08 6 402

Discusses two readability techniques which involve the reader: Taylor's Cloze technique and McCleod's technique in which readability is conceived as a threshold of difficulty.

BARRY, JEANNE GARDNER, TIMOTHY E. STEVENSON. USING A COMPUTER TO CALCULATE THE DALE-CHALL FORMULA. (1975) 19 3 218

Presents a Fortran program designed to follow exactly the computation of the Dale-Chall Readability Formula providing examples of both input and output and establishing the program's accuracy.

BEARD, JACOB G. COMPREHENSIBILITY OF HIGH SCHOOL TEXTBOOKS: ASSOCIATION WITH CONTENT AREA. (1967) 11 3 229

Analyzes textbook difficulty across four content areas using cloze procedure, length of T-units and ten structural variables. Reveals that comprehensibility of prose does not differ significantly in different subjects.

BORMUTH, JOHN R. COMPARABLE CLOZE AND MULTIPLE-CHOICE COMPREHENSION TEST SCORES. (1967) 10 5 291

Provides a frame of reference within which the size of a cloze score may be interpreted by determining comparable scores on cloze and multiple choice tests.

CLINE, TERRY A. READABILITY OF COMMUNITY COLLEGE TEXTBOOKS. (1972) 16 1 33

Reports a study which indicates that disparities exist between the readability of community college textbooks and the reading ability of their users. Recommends using readability formulas when selecting texts.

COHEN, JUDITH H. THE EFFECT OF CONTENT AREA MATERIAL ON CLOZE TEST PERFORMANCE. (1975) 19 3 247

Uses 63 randomly selected Long Island seventh graders to examine deviations between cloze scores on content area materials when content, readability level, and students' reading ability were held constant. Reports differences in content area material do have an effect on cloze performance, with social studies material appearing to be the easiest and literature the most difficult.

DAINES, DELVA, LYNNE G. MASON. A COMPARISON OF PLACEMENT TESTS AND READABILITY GRAPHS. (1972) 15 8 597

Compares Fry grade levels with other measures and suggests that the Spearman-Rank Correlation used by Fry is not an appropriate measure.

DULIN, KENNETH L. THE MIDDLE HALF: HOW ALIKE ARE THEY, REALLY? (1970) 13 8 603

Argues that a broad range of reading ability exists even across the "middle half" of a class.

FRY, EDWARD. A READABILITY FORMULA THAT SAVES TIME. (1968) 11 7 513

Presents a revision of the Readability Graph with directions for its use and comparisons with other formulas.

GALLOWAY, PRISCILLA. HOW SECONDARY STUDENTS AND TEACHERS READ TEXTBOOKS. (1973) 17 3 216

Compares the ability of teachers and students to read textbooks as indicated by the results of cloze tests with responses made first in isolation and then in context.

GOLTZ, CHARLES R. A TABLE FOR THE QUICK COMPUTATION OF READABILITY SCORES USING THE DALE-CHALL FORMULA. (1964) 07 3 175

Presents a table and method of computing the Dale-Chall Readability Score which eliminates most of the computations involved in the original formula.

GUIDRY, LLOYD J., D. FRANCES KNIGHT. COMPARATIVE READABILITY: FOUR FORMULAS AND NEWBERY BOOKS. (1976) 19 7 552

Presents readability ratings for all 53 Newberry Award Books using the Dale-Chall, the Flesch, the Fry and the Lorge formulas. Concludes that the Lorge and Flesch are more valid and provides an "adjustment factor" to be used with each formula.

HANSELL, T. STEVENSON. READABILITY, SYNTACTIC TRANSFORMATIONS, AND GENERATIVE SEMANTICS. (1976) 19 7 557

Presents results of an experimental study involving 216 Virginia eighth graders to determine the effects of style and form of passage and reading ability of subjects on rate, ratings of comprehensibility and enjoyability and Cloze scores. Suggests that the Chomskian notion of universal linguistic competence may not be applicable to actual reading performance.

HARRIS, ALBERT J., MILTON D. JACOBSON. PREDICTING TWELFTH GRADERS' COMPREHENSION SCORES. (1976) 20 1 43

Describes the process by which a readability formula was developed which estimates with a high degree of accuracy the percentage of comprehension questions high school seniors will be able to answer correctly after reading a passage -- irrespective of interest or felt difficulty.

KINGSTON, ALBERT J., WENDELL W. WEAVER. RECENT DEVELOPMENTS IN READABILITY APPRAISAL. (1967) 11 1 44

Summarizes traditional and current techniques for assessing readability with special emphasis on the cloze procedure.

KOENKE, KARL. ANOTHER PRACTICAL NOTE ON READABILITY FORMULAS. (1971) 15 3 203

Emphasizes that readability formulas and the situation should be matched and provides a simplification of the more complex Dale-Chall formula.

LEE, WAYNE D. WHAT DOES RESEARCH IN READABILITY TELL THE CLASSROOM TEACHER? (1964) 08 2 141

Presents an historical review of research on readability. Points out the need for further research, especially in the area of the validation of readability formulae.

MC LAUGHLIN, G. HARRY. CLEARING THE SMOG. (1969) 13 3 210

Replies to criticism in Pauk's comparison of readability formulas.

MC LAUGHLIN, G. HARRY. SMOG GRADING - A NEW READABILITY FORMULA. (1969) 12 8 639

Offers the SMOG readability formula as a simple but valid technique.

MCCUAIG, SUSANNAH M., BARTON HUTCHINGS. USING FRY'S GRAPH TO DESCRIBE THE VARIATION OF READABILITY. (1975) 18 4 298

Presents a method of describing the variation of difficulty across a measured text.

NEWTON, EUNICE SHAED. THE NON-STANDARD STUDENT VERSUS THE STANDARD COLLEGE TEXTBOOK. (1961) 04 4 239

Discusses skills needed to ensure understanding of college textbooks in relation to the characteristics of verbally destitute students. Includes approaches to helping such students.

PALMER, WILLIAM S. READING, RHETORIC, AND THE REDUCTION OF UNCERTAINTY. (1974) 17 7 552

Explores significant rhetorical factors which influence a reader's information processing abilities.

PAUK, WALTER. A PRACTICAL NOTE ON READABILITY FORMULAS. (1969) 13 3 207

Raises questions of speed and accuracy in the application of the Fry, McLaughlin and Dale-Chall Readability formulas.

PAUK, WALTER. THE INTEREST LEVEL - THAT'S THE THING. (1973) 16 6 459

Suggests revising existing well-written articles by replacing unfamiliar words with familiar ones and by converting long sentences into short ones in order to maintain the high interest level while lowering the readability level.

PYRCZAK, FRED. READABILITY OF "INSTRUCTIONS FOR FORM 1040". (1976) 20 2 121

Examines the readability of instructions accompanying income tax forms including ways of improving readability. Offers suggestions to teachers who wish to use these instructions as classroom practice material.

ROSEN, ELLEN. READABILITY ANALYSIS OF SRA POWER BUILDERS. (1976) 19 7 548

Uses the Dale-Chall formula to analyze readability of the power builder unit of the SRA Reading Laboratory IIIB finding scores inconsistent within levels and averaging 0.2 to 1.4 years above publisher indicated grade level.

VAUGHAN, JOSEPH L., JR. INTERPRETING READABILITY ASSESSMENTS. (1976) 19 8 635

Examines the Dale-Chall, SMOG and Fry readability formulas and concludes the problem of interpreting readability assessments has occurred because Fry's graph and the SMOG formula are based on differing predictive criteria.

WIEGAND, REGIS B. PITTSBURGH LOOKS AT THE READABILITY OF MATHEMATICS TEXTBOOKS. (1967) 11 3 201

Recommends that textbook selection committees study high school students' reading achievement, examine the readability of textbooks, and adopt multiple textbooks in order to match student performance with text difficulty.

WORTHINGTON, JAMES S. THE READABILITY OF FOOTNOTES TO FINANCIAL STATEMENTS AND HOW TO IMPROVE THEM. (1977) 20 6 469

Argues that in a market where the general public invests in corporate stocks, financial statements and their footnotes should be comprehensible to that public. Includes examples of footnotes, readability analyses, and suggestions for making them more readable.

09.4 DEVICES/MACHINES/AUDIO VISUAL

ASIMOV, ISAAC. THE ANCIENT AND THE ULTIMATE. (1974) 17 4 264

Challenges visions of a totally audio-visual future and describes books as "the ultimately defined cassettes" irreplaceable in the future as they have been in the past. Notes that reading is a talent, and readers, although always a minority, will persist.

BOOTH, WAYNE C. LADY CHATTERLEY'S LOVER AND THE TACHISTOSCOPE. (1960) 03 4 232

Attempts to demonstrate fallacies of speed reading.

BROWN, JAMES I. TEACHING READING WITH THE TACHISTOSCOPE. (1958) 01 2 8

Details the uses and advantages of tachistoscopic training in college reading courses.

CAUSEY, OSCAR S., JOSEPH A. FISHER. TRANSFER TECHNIQUES IN READING LABORATORY WORK. (1959) 02 4 3

Presents various techniques by which instructors may aid students in transfering the skills they develop through use of mechanical equipment into personal reading skills.

DURKIN, BRIAN. NEW VALUES IN COLLEGE READING FILMS. (1959) 02 4 17

Demonstrates how the use of college reading films can be expanded to include lessons in rhetoric.

FAZIO, GENE S., THOMAS MC DONALD. USING A METRONOME IN READING CLASS. (1970) 13 4 289

Discusses results of a two-year program using a metronome to improve oral reading performance and rate of silent reading across all grade levels.

FUHR, MORTON L. THE TYPEWRITER AND RETARDED READERS. (1972) 16 1 30

Reports a study which suggests that taking a typing course results in greater increase in reading achievement than attending a remedial reading course taught by a high school English teacher.

JOHNSON, LAURA S. COOL IT, TEACH, AND TAPE ALL OF IT. (1973) 17 2 129

Relates an anecdote about the use of tapes in a reading laboratory.

JONES, REGINALD C., EARL VAN WHY. TACHISTOSCOPIC TRAINING IN THE FOURTH AND FIFTH GRADES. (1963) 06 3 177

Reports significant rate gains by fourth grade students and no significant gains in comprehension in a controlled study to test the effects of tachistoscopic training on reading rate and comprehension.

KINNAMON, SUE E. COMMERCIAL TELEVISION AND ADULT READING. (1975) 18 6 470

Surveys a sample of commercial television stations to determine the extent of their programming for instruction in reading. Describes the eight programs identified.

MARTENS, MARY. THE ROLE OF A PACER IN IMPROVING COMPREHENSION. (1961) 04 2 135

Uses two matched groups of 24 grade seven, eight or nine students to investigate the effects of pacer training on comprehension. Results of analyses of variance and covariance indicated no significant differences between the two groups.

MC CORD, HALLACK. A NOTE ON THE USE OF THE PSYCHOGALVANOMETER. (1962) 05 2 137

Investigates the use of a psychogalvanometer to determine deep-lying personality dynamics which may underlie reading difficulties.

MC CORD, HALLACK. BACKGROUND MUSIC: A POSSIBLE AID IN TEACHING ADULT READING IMPROVEMENT. (1961) 05 1 60

Investigates the effect of background music on the reading improvement of adults in an evening reading improvement class. Concludes that the music increased the reading ability of some subjects, and made the class sessions more pleasant for most.

MOORE, GLADYS B. TO BUY OR NOT TO BUY. (1970) 13 6 437

Examines three studies in order to assess the practicality of speed reading devices and concludes that good results can be obtained without mechanical pacers.

MOUNTAIN, LEE H. THE BOOK REPORTER'S TNT: TALKS NEED TAPES. (1976) 19 6 442

Lists ten sample methods for the use of tapes in book talks and oral reports which intensify preparation, motivation and organization.

MIKAS, GEORGE BILL. A STUDY OF TEACHER-ORIENTED VERSUS MACHINE-ORIENTED DEVELOPMENTAL READING CLASSES AT THE COLLEGE LEVEL. (1965) 08 3 214

Compares a teacher-oriented and a machine-oriented reading class and concludes there were no significant differences in reading improvement between the two classes.

PAUK, WALTER. SCHOLARLY SKILLS OR GADGETS. (1965) 08 4 234

Argues against the use of mechanical devices and the teaching of speed reading. Describes a study skills course for college students.

PETERS, F.J.J. NORWEGIAN TV -- A CONTINUING READING PROGRAM. (1974) 18 3 200

Describes the previewing, subtitling and summarizing process by which Norwegian television and newspapers present foreign language TV programs thus providing a continuing reading activity adaptable to all ages and educational levels.

RAMSEY, WALLACE. A PILOT STUDY ON THE USE OF VIDEOTAPING IN READING REMEDIATION. (1969) 12 6 479

Reports on a pilot study using eight teachers and fifteen students for a four week summer session designed to reveal the values of videotapes in remedial reading as feedback on teaching strategies and evaluation by students of their own performances.

RODRIGUEZ, JOAN HUGHES. INDIVIDUALIZED INSTRUCTION USING AUDIOVISUAL MATERIALS. (1976) 20 3 215

Examines three problems associated with the use of audiovisual equipment: lack of comprehensive research, lack of precision in media research, and lack of quality materials with thorough explication of their use.

ROSEN, CARL L. MECHANICAL DEVICES FOR INCREASING SPEED OF READING. (1967) 10 8 569

Examines the literature and concludes there is little definitive scientific data available to justify the random use of machines and devices for improving reading rate with undifferentiated groups of students, research in this area is inadequate in terms of methodology and design, when mechanical devices are used alone results are highly artificial and that reading rate needs to be considered as only part of a total reading program. Concludes that while potential might exist for the use of various devices, caution must be exercised by educators.

SCHMIDT, BERNARD. MECHANICAL DEVICES AND READING INSTRUCTION. (1964) 07 4 221

Defends the use of mechanical devices in the teaching of reading.

WARREN, MARY BAY. THE MASSAPEQUA JUNIOR HIGH SCHOOL READING PROGRAM. (1962) 05 4 245

Reports an experiment to ascertain the effect of the tachistoscope and the controlled reader in a junior high school reading program.

WOOD, JUDITH. USING THE TAPE RECORDER IN TEACHING ADULTS TO READ. (1968) 11 7 528

Proposes the following uses for tape recorders: (1) to teach beginning reading, (2) to improve phonetic ability, (3) to improve oral reading, (4) to improve comprehension, (5) to improve motivation, (6) for diagnosis and evaluation, and (7) as a supplemental aid.

09.5 GAMES

COLLIER, EUGENIA W. WORD CHALLENGE, A VOCABULARY GAME. (1958) 01 3 65

Describes the purpose, rules of play and benefits of a game played with vocabulary cards.

JONES, LINDA. GAMES, GAMES, GAMES - AND THE READING CLASS. (1971) 15 1 41

Recommends a games approach to the teaching of "remedial" reading.

KELLY, LEONARD P. SURVIVAL LITERACY: TEACHING READING TO THOSE WITH A "NEED TO KNOW". (1974) 17 5 352

Introduces APPLICO, a Bingo-like game, which incorporates the personal need of the student with the word meaning theory of Wallen.

MANZO, A.V. CAT- A GAME FOR EXTENDING VOCABULARY AND KNOWLEDGE OF ALLUSIONS. (1970) 13 5 367

Gives instructions for playing Cultural Academic Trivia.

WALSH, EDWINA. LETTERMAN: A PHONICS GAME. (1971) 14 4 241

Explains procedures for and benefits of, a phonics game for use in elementary or junior high school grades.

10 MEASUREMENT AND EVALUATION

AHRENDT, KENNETH R., SHIRLEY S. HASELTON. INFORMAL SKILLS ASSESSMENT FOR INDIVIDUALIZED INSTRUCTION. (1973) 17 1 52

Outlines the development of content area skill assessment instruments and provides an example from bookkeeping.

ALEXANDER, CLARA FRANKLIN. ADDING TO USEFULNESS OF STANDARDIZED READING TESTS IN COLLEGE PROGRAMS. (1977) 20 4 288

Advocates that standardized placement or achievement tests be analyzed and chosen with care to determine what skills they measure and to what degree they correspond to program objectives. Offers suggestions for supplementing such tests.

ATWATER, JOAN. TOWARD MEANINGFUL MEASUREMENT. (1968) 11 6 429

Investigates informally, eleven reading improvement workbooks in order to clarify reading comprehension. Suggests a working definiton of comprehension, and an adequate method of testing more significant levels of comprehension, are needed.

AYER, JAMES E. PROBLEMS IN THE DEVELOPMENT OF A TEST OF FUNCTIONAL LITERACY. (1977) 20 8 697

Details the steps in constructing a test of functional literacy to illustrate that a test is the result of a series of decisions made by a test constructor.

BLOOMER, RICHARD H., ANDREW J. HEITZMAN. PRE-TESTING AND THE EFFICIENCY OF PARAGRAPH READING. (1965) 08 4 219

Concludes that pre-testing is not a good procedure for use with short reading comprehension materials, and that paragraph comprehension materials should be presented without pre-test, but followed by post-test material.

BOYD, RACHEL M. DIFFERENCES UNDERLYING MULTIPLE-CHOICE ITEMS IN A READING COMPREHENSION TEST. (1970) 14 3 173

Plots phi coefficients of four kinds of items to support Davis' case for a variety of specialized skills underlying reading comprehension.

CARTER, HOMER L.J. THE ROLE OF EVALUATION IN UNDERSTANDING THE USEFULNESS OF READING. (1959) 02 3 45

Advocates careful analysis of the type of reading to be measured in order to make evaluation of achievement truly a measure of the usefulness of reading.

CREASER, JAMES, MITCHELL JACOBS, LUCY ZACCARIA, CARMEN CARSELLO. EFFECTS OF SHORTENED TIME LIMITS ON THE NELSON-DENNY READING TEST. (1970) 14 3 167

Concludes that shortening time limits on the Nelson Denny Reading Test will improve the ceiling in comprehension when the test is used with university freshmen.

DERBY, THOMAS L. INFORMAL TESTING IN VO-ED READING. (1975) 18 7 541

Describes a series of informal tests administered to entering students at a technical school with most courses using an instrument based on materials used in that shop's instruction.

DOBSON, JAMES C., KENNETH D. HOPKINS. THE RELIABILITY AND PREDICTIVE VALIDITY OF THE LEE-CLARK READING READINESS TEST. (1963) 06 4 278

Reports the low validity and reliability of the Lee-Clark Reading Readiness test, using as criteria, teachers' rankings, individual reading tests and group reading tests using grade three and four pupils.

DULIN, KENNETH L., ROBERT D. CHESTER. A VALIDATION STUDY OF THE ESTES ATTITUDE SCALE. (1974) 18 1 56

Reports, following a study involving 140 eleventh graders in Madison, Wisconsin, that the Estes scale is a powerful instrument for the measurement of attitude, appearing to be highly correlated with both student-perceived and teacher-perceived attitude related variables.

EMANS, ROBERT, RAYMOND URBAS, MARJORIE DUMMETT. THE MEANING OF READING TESTS. (1966) 09 6 406

Illustrates pitfalls in assessing reading instruction by discussing an experimental study conducted in a Wisconsin high school.

ERICKSON, MICHAEL E. TEST SOPHISTICATION: AN IMPORTANT CONSIDERATION. (1972) 16 2 140

Suggests that since scores on standardized tests may suffer from a deficiency in test-taking ability, students should be taught how to answer the variety of questions common to these tests.

ESTES, THOMAS H. A SCALE TO MEASURE ATTITUDES TOWARD READING. (1971) 15 2 135

Provides details on the administration and interpretation of a new attitude scale.

FARR, ROGER, NANCY L. ROSER. READING ASSESSMENT: A LOOK AT PROBLEMS AND ISSUES. (1974) 17 8 592

Outlines five misuses of tests and test results and urges that because we vitally need information which may, in part, be provided by tests, we must improve our use of tests rather than abolish them.

FORTENBERRY, WARREN D., BILLY J. BROOME. COMPARISON OF THE GATES READING SURVEY AND THE READING SECTION OF THE WIDE RANGE ACHIEVEMENT TEST. (1963) 07 1 66

Presents a statistical analysis of scores of grade four pupils on both instruments. Concludes that Wide Range Achievement Test scores can be predicted with a fair degree of accuracy from Gates Reading Survey scores.

FRANKLIN, EARL F.,JR. READING TEST RELIABILITY AND VALIDITY AS FUNCTION OF INTROVERSION-EXTROVERSION. (1963) 06 2 106

Reports on three studies to determine the relationship between introversion-extroversion and reading test reliability and validity. Concludes that reading tests are more reliable predictors for introverts than for extroverts.

FRY, EDWARD. IT'S EASY TO MAKE LOCAL NORMS. (1974) 18 3 241

Outlines procedures for creating and using a "normograph."

HAWKINS, JOSEPH A. HOW SHOULD READING AND STUDY SKILLS TEST SCORES CORRELATE? (1977) 20 7 570

Examines the benefits presumed to accrue from combining instruction in reading and study skills and finds correlations between test results in the two areas to be low.

HINTON, EVELYN A. DOUBTS ABOUT EQUIVALENT FORMS. (1959) 02 4 59

Questions the comparability of the forms of standardized reading tests since both control and experimental group subjects in a University of Wichita experiment showed net losses when retested with another form of the same test.

HUMPHRY, KENNETH H. AN INVESTIGATION OF AMOUNT-TIME AND TIME-LIMIT METHODS OF MEASURING RATE OF READING. (1957) 01 1 41

Studies the relationship of length of time requirements to the reliability of the measures, or of variability in reading rate within individuals throughout a reading test.

KENDER, JOSEPH P. HOW USEFUL ARE INFORMAL READING TESTS? (1968) 11 5 337

Gives strengths and weaknesses of informal reading tests, defining the limitations within which they can be used. Problems center on the ability of the teacher to design and interpret such a test, to establish criteria and to diagnose students' needs.

KENNEDY, LARRY D., RONALD S HALINSKI. MEASURING ATTITUDES: AN EXTRA DIMENSION. (1975) 18 7 518

Presents a seventy item attitude inventory with reliability and validity data.

KINGSTON, ALBERT J. ASSIGNING GRADES TO STUDENTS IN SPECIAL READING CLASSES. (1966) 10 1 39

Attempts to review the literature to identify criteria which should be employed in assigning meaningful grades to the reluctant reader and in reporting his progress to his parents. Concludes there is a dearth of research concerning this problem.

KINGSTON, ALBERT J., WENDELL W. WEAVER. READING RESEARCH CRITICALLY. (1967) 10 5 338

Keynotes a few of the areas which cause researchers the most difficulty and to which the reader should be most alert when reading research reports. Includes criteria developed by Robinson which may serve as a useful guide to reading research.

KOENKE, KARL. READING EVALUATION BY THE HIGH SCHOOL TEACHER - A PLAN. (1972) 16 3 220

Details a three class period testing program that stresses informal testing.

LIVINGSTON, HOWARD F. WHAT THE READING TEST DOESN'T TEST - READING. (1972) 15 6 402

Assesses critically three widely used reading tests and provides examples that speak against overconfidence in any test.

MAGINNIS, GEORGE H. EVALUATING REMEDIAL READING GAINS. (1970) 13 7 523

Suggests that gains should be measured in terms of the specific objectives of the particular reading program, such as general reading ability, specific skills or attitudes and behavior.

MAVROGENES, NANCY A., CAROL K. WINKLEY, EARL HANSON, RICHARD VACCA. CONCISE GUIDE TO STANDARDIZED SECONDARY AND COLLEGE READING TESTS. (1974) 18 1 12

Offers a concise guide to secondary and college reading tests, including what each measures, the grade level, date of publication, time and a brief evaluation.

MC CORD, HALLACK. INCREASE IN MEASURED I.Q. (1962) 05 3 214

Investigates the rise in intelligence scores after completion of an adult course in rapid reading.

MC DONALD, ARTHUR S. TELEVISION, BOOKS, AND SCHOOL MARKS. (1959) 03 1 27

Reports the results of a survey investigating the self-reported TV viewing patterns (time spent and programs selected) of the top and bottom 27 percent of representative samples of high school students. Findings were compared to reading habits of the students.

MC DONALD, ARTHUR S. USING STANDARDIZED TESTS TO DETERMINE READING PROFICIENCY. (1964) 08 1 58

Discusses research on the use of standardized reading tests and points out the differing purposes of standardized tests. Urges users to become aware of the purposes and limitations of such tests.

MC DONALD, THOMAS F., GARY B. MOORMAN. CRITERION REFERENCED TESTING FOR FUNCTIONAL LITERACY. (1974) 17 5 363

Describes the Minimal Reading Proficiency Assessment developed and administered at Phoenix Union High School. This criterion referenced instrument measures student performance in twelve skill areas.

MC KENNA MICHAEL. SYNONYMIC VERSUS VARBATIM SCORING OF THE CLOZE PROCEDURE. (1976) 20 2 141

Reports the results of a study which indicates that for normal subjects the verbatim method of scoring Cloze exercises is virtually as valid as the synonymic.

OSENBURG, F. C. CONCERNING OBJECTIVE READING TESTS: A MINORITY OPINION. (1962) 05 4 275

Questions the validity of multiple-choice objective tests and compares some standardized reading test results with those of informal subjective tests.

POWER, MARIAN E. THE GRADING SYNDROME. (1976) 19 7 568

Advocates criterion-referenced evaluation in higher education to achieve a more realistic, equitable and competition-free alternative to current testing and grading practices.

RAKES, THOMAS A. A GROUP INSTRUCTIONAL INVENTORY. (1975) 18 8 595

Advocates the use of a group instructional inventory to assess reading performances. Provides construction, administration, scoring and interpretation guidelines.

RANKIN, EARL F.,JR., ROBERT J. TRACY. RESIDUAL GAIN AS A MEASURE OF INDIVIDUAL DIFFERENCES IN READING IMPROVEMENT. (1965) 08 4 224

Defines residual gains as the deviation of the actual post-test score from the predicted post-test score. Discusses the weaknesses of using crude gain measurements and states that its use has led to some erroneous conclusions in research.

RAYGOR, ALTON V., FORREST L. VANCE, DONNA ADCOCK. THE DIAGNOSIS AND TREATMENT OF COLLEGE READING DIFFICULTIES USING PATTERNS OF SYMPTOMATIC STATEMENTS. (1959) 03 1 3

Describes the initial stage of a research program designed to develop a diagnostic schema for the classification and treatment of college reading difficulties using symptomatic self-descriptions. Includes emotional or attitudinal factors and statements about ability levels.

REICH, CAROL. A SCALE TO ASSESS READING MATURITY. (1973) 17 3 220

Introduces the Novel Maturity Scale, which is based on thematic richness, as a simple, objective measure of the level at which students read.

SAYLES, DANIEL G. THE EFFECT OF MEDIAL TESTING. (1958) 02 1 43

Evaluates the effect of a reading test administered at the end of the fourth week on the final test performance in college reading improvement classes.

SHAFER, ROBERT E. WHAT CAN WE EXPECT FROM A NATIONAL ASSESSMENT IN READING? (1969) 13 1 3

Outlines how statements of objectives are obtained in the National Assessment program and indicates how the definition of reading influences objectives. Lists three distinctions which must be preserved when reporting reading assessment results.

SMITH, DONALD E.P. A NOTE ON "EQUIVALENT FORMS". (1958) 01 4 62

Provides results of a study designed to check the equivalency of two forms of the Traxler High School Reading Test and suggests that investigators would do well to test the evaluating instruments they propose to use.

SMITH, HELEN K. THE DEVELOPMENT OF EVALUATION INSTRUMENTS FOR PURPOSEFUL READING. (1964) 08 1 17

Describes a new "Test of Purpose," which gives students specific purposes for reading test selections. Relates how it was developed, tested, and the possibilities for its use.

STAFF, JR. BEYOND THE STANDARDIZED TEST: OBJECTIVES-BASED EVALUATION IN READING. (1972) 15 8 616

Presents a system for evaluating reading programs, providing feedback and aiding in curriculum design and selection.

STAFF, JR. TOWARDS ACCOUNTABILITY IN PENNSYLVANIA. (1972) 15 6 400

Announces a state-wide testing service which will show administrators where their school stands in relation to others in the state.

THOMPSON, RICHARD F. MULTIVARIATE ANALYSIS: NEW LIGHT ON READING IN LITERATURE INSTRUCTION. (1974) 17 7 538

Re-analyzes data from existing research using multivariate analysis of variance and tentatively suggests that a subject-centered approach may be most beneficial for literary interpretation while a student-centered approach will be more effective in promoting general reading and literature appreciation.

TOUSSAINT, ISABELLA H. HOW IS READING PREDICTED? (1962) 05 3 204

Discusses the use of intelligence and listening comprehension data as predictors of reading potential.

TRACY, ROBERT J., EARL F. RANKIN, JR. METHODS OF COMPUTING AND EVALUATING RESIDUAL GAIN SCORES IN THE READING PROGRAM. (1967) 10 6 363

Presents computational and graphical methods for arriving at residual gain scores and for evaluating such scores.

TUINMAN, J. JAAP. ASKING READING-DEPENDENT QUESTIONS. (1971) 14 5 289

Emphasizes that questions in teacher designed and standardized tests must be dependent on reading the relevant passage, not just a measure of general knowledge.

WILSON, RICHARD C., POLLY GODWIN EINBECKER. DOES READING ABILITY PREDICT COLLEGE PERFORMANCE? (1974) 18 3 234

Finds a positive and significant relationship between reading ability and academic performance using a sample of 898 students at four junior colleges.

ZAIS, ROBERT S. A SCALE TO MEASURE SOPHISTICATION OF READING INTERESTS. (1969) 12 4 273

Reports on construction and validation of the SOPHISTICATION OF READING INTERESTS SCALE, an instrument based on characteristics present in varying degrees in all fiction, which provides an estimate of sophistication of interests without reference to titles reported read.

11 ENGLISH AS A SECOND LANGUAGE

FRANKE, THOMAS L. ENGLISH AS A SECOND LANGUAGE: THE ROLE OF THE READING TEACHER. (1976) 20 3 232

Outlines steps in identifying and alleviating special problems connected with teaching reading to students whose first language is other than English and advocates an openness to non-traditional uses and methodologies.

KAUFMAN, MAURICE. WILL INSTRUCTION IN READING SPANISH AFFECT ABILITY IN READING ENGLISH? (1968) 11 7 521

Determines whether instruction in a native language would interfere with, facilitate, or have no effect on reading English. Some positive transfer of learning from Spanish to English was evident.

MAXWELL, MARTHA J. FOREIGN STUDENTS AND AMERICAN ACADEMIC RITUAL. (1974) 17 [illegible] 301

Focuses on strategies to help foreign students in adjusting to American college demands in the areas of notetaking, reading assignments, preparation of papers and taking examinations.

NILAGUPTA, SIRIRAT. THE RELATIONSHIP OF SYNTAX TO READABILITY FOR ESL STUDENTS IN THAILAND. (1977) 20 7 585

Isolates five syntactic factors which have contributed to difficulty of readability and points out that native as well as non-native speakers of English experience difficulties with these and other syntactic complexities in reading materials.

RONAN, EILEEN. LESSONS FROM STUDENTS -- VIETNAMESES THIS TIME. (1977) 20 7 563

Demonstrates the learning sensitive teachers will experience by focusing upon the responses of the students and by interpreting those responses in terms of the students' background.

WINSTON, ETHNA M. FOREIGN STUDENTS IN REMEDIAL READING. (1966) 09 3 170

Considers reading programs for foreign students at Howard University.

ZIROS, GAIL I. LANGUAGE INTERFERENCE AND TEACHING THE CHICANO TO READ. (1976) 19 4 284

Reviews past and current research and suggests the assumption that the Chicano's bilingualism per se, causes language interference and is thus detrimental to language development and learning to read English, is questionable and must continue to be tested with a focus on the semantic component rather than phonological and morphological differences.

12 ATYPICAL LEARNERS

AARON, I. E. CHARACTERISTICS OF DISABLED READERS IN THE ELEMENTARY SCHOOL. (1961) 04 2 103

Discusses intelligence, physical and educational factors, emotional disturbances, and the reading skills of reading disabled elementary school students.

AARON, ROBERT L., LOUIS T. CALL, SALLY MUENCH. A LANGUAGE ARTS PROGRAM FOR DISTURBED ADOLESCENTS. (1975) 19 3 208

Assesses an experimental, computer managed, individualized curriculum designed for 125 institutionalized adolescents with 300 similar males receiving a traditional basal reader program serving as controls. Finds significant differences in reading and mathematics gain scores in favor of the experimental group.

CAFFENTZIS, MARIA V., BARBARA J. JOELS. TEACHING STRATEGIES FOR VARIOUS BEHAVIOR TYPES. (1976) 20 2 107

Classifies student behaviors into sixteen different types (nonverbal solitary, noisy hard working, overactive, etc.) and suggests specific instructional methods for each.

CAHN, LORYNNE. COMMUNITY PROFESSIONALS: A COLLECTIVE APPROACH. (1972) 16 2 136

Reports on a successful course on learning disabilities which involved both university and community professionals.

CARRIGAN, PATRICIA M. BROADER IMPLICATIONS OF A CHEMICAL THEORY OF READING DISABILITY. (1961) 05 1 15

Considers the severely retarded reader in relation to the chemicals associated with synaptic transmission, and develops a theoretical model which implies that the use of medication with severely disabled readers should be considered. Also suggests the possibility of recognizing and treating disabilities in their incipient stages.

CARTER, R. PHILLIP, JR. THE ADULT SOCIAL ADJUSTMENT OF RETARDED AND NON-RETARDED READERS. (1967) 11 3 224

Studies adult retarded readers, confirming that a close relationship exists between reading retardation and social maladjustment. Moreover, maladjustments prevalent in school persist into adult life. Suggestions are included for the improvement of a high school reading program for such students.

DOLAN, G. KEITH. COUNSELING AS AN AID FOR DELAYED READERS. (1964) 08 2 129

Describes the experimental use of counseling to change self-concept, values, attitudes and interests of problem readers in a direction favorable to reading. Reports significant improvements in reading achievement scores.

ENNIS, CAROLYN G. THE READING ALIBI -- A MAJOR SCHOOL PROBLEM. (1975) 18 4 320

Presents a skit designed to emphasize the negative attitudes of teachers and parents toward students who are poor readers.

GILLESPIE, BONITA M. A CLASSROOM EXPERIMENT IN "LAST CHANCE" READING. (1975) 18 5 391

Shares a successful experience in teaching remedial reading to potential high school dropouts.

GLOCK, MARVIN, JASON MILLMAN. EVALUATION OF A STUDY SKILLS PROGRAM FOR ABOVE-AVERAGE HIGH SCHOOL PUPILS. (1964) 07 4 283

Evaluates the immediate and long-term effectiveness of an instructional program in reading, writing, listening, and study skills for above-average readers.

HARDY, MADELINE I. FOLLOW-UP OF FOUR WHO FAILED. (1969) 12 5 379

Details follow-up data on four young adults, each representative of one of the four broad categories regarding treatment outcome, who had received clinical diagnosis and individual remediation during elementary school.

HARKER, W. JOHN. MATERIALS FOR PROBLEM READERS: WHY AREN'T THEY WORKING? (1975) 18 6 451

Urges the necessity of establishing and maintaining a balance between teaching skills and developing motivation, in using materials to aid reluctant readers.

HARRIS, ALBERT J. VISUAL SENSATION AND PERCEPTION OF DISABLED READERS. (1961) 04 4 246

Reviews recent evidence regarding the significance of visual sensation and visual perception for reading disabled students.

HICKERSON, PAT. CURING THE CON ARTIST. (1970) 13 7 507

Suggests a coldly impersonal, highly structured classroom to break old habits and build new ones in middleclass children of average intelligence who are experiencing learning difficulties.

HICKERSON, PAT. THE HOUSE OF LAST RESORT. (1970) 13 4 263

Describes students in a privately sponsored full-day reading school.

HOLMES, JACK A. PERSONALITY CHARACTERISTICS OF THE DISABLED READER. (1961) 04 2 111

Reviews research on readng-related personality traits and presents concepts to explain the differences from the primary grades through college.

HUTTON, C.E. ON EFFORTS AND LIMITS. (1976) 20 2 138

Tells of the learning experience of a young high school student unable to read but able to comprehend oral presentations.

KANTROWITZ, VIOLA. BIBLIOTHERAPY WITH RETARDED READERS. (1967) 11 3 205

Includes three case studies representative of retarded readers: disturbed background, schizophrenic and culturally deprived. Suggests that reading materials can present rewarding results (at least temporarily) in motivating emotionally and socially deprived children.

KINGSTON, ALBERT J.,JR. CHARACTERISTICS OF THE DISABLED READER. (1961) 04 2 102

Introduces two articles dealing with the personality characteristics of disabled readers and disabled readers in elementary schools.

KRAIL, JACK B. THE AUDIO-LINGUAL APPROACH AND THE RETARDED READER. (1967) 11 2 93

Investigates problems of retarded readers: attitude, background, subvocalizing. Uses the analogy of learning a foreign language to support the use of an audio-lingual (making phonemic-graphemic correspondences) procedure with retarded readers.

MAYNE, DOROTHY. THE INTELLIGENT RETARDED READER. (1963) 07 1 62

Discusses problems in near-point vision as a cause of reading retardation and describes an experiment in which students were given corrective glasses. Results included improved behavior, improved school work and higher scores on reading tests.

MC DONALD, ARTHUR S. INTELLECTUAL CHARACTERISTICS OF DISABLED READERS AT THE HIGH SCHOOL AND COLLEGE LEVELS. (1964) 07 2 97

Examines WAIS profiles of high school poor readers to determine whether significant deviations of subtest scores occurred. Poor performance in subtests of attention, fluency, concentration, freedom from distractibility and school-like learning is reported.

MC DONALD, ARTHUR S. WHAT CURRENT RESEARCH SAYS ABOUT POOR READERS IN HIGH SCHOOL AND COLLEGE. (1961) 04 3 184

Reviews research on the reading disabilities of high school and college students. Concludes that reading disability results from a combination of factors and that instruction should deal with the problems of an individual.

MOE, IVER L., FRANK NANIA. READING DEFICIENCIES AMONG ABLE PUPILS . (1959) 03 1 11

Outlines steps in a study which pinpointed reading deficiencies in able high school students and describes measures taken to teach better reading skills. Inflexibility of rate and deficiency in study approaches to chapter-length materials were the two areas identified and treated.

PRESTON, RALPH C., DAVID J. YARINGTON. STATUS OF FIFTY RETARDED READERS EIGHT YEARS AFTER READING CLINIC DIAGNOSIS. (1967) 11 2 122

Attempts to verify the hypothesis that retarded readers, after a span of eight years, fulfill educational and vocational roles comparable to their peers in the general population. Evidence was mixed, with subjects performing similarly through high school, but being more restricted in higher education or vocational possibilities.

RANKIN, EARL F. LEARNING DISABILITIES - WHAT'S IN A NAME? (1968) 12 3 215

Notes that confusion over terms both reflects and stimulates confusion about concepts and recommends use of the term "minimal brain dysfunction".

REICHARD, CARY L., WILLIAM R. REID. AN INVESTIGATION OF FORMAT FOR READING MATERIAL FOR THE EDUCABLE MENTALLY RETARDED. (1970) 13 5 363

Discovers that educable mentally retarded students achieve better comprehension and reading rates when material is double spaced and the right margin is unverified.

REICHURDT, KONRAD W. PLAYING DEAD OR RUNNING AWAY -- DEFENSE REACTIONS DURING READING. (1977) 20 8 706

Describes how physiologic testing revealed states of over- and under-arousal among disabled readers and presents suggestions for remediation.

ROSS, ELI T. CAN POTENTIALLY POOR READERS BE DETECTED DURING PRE-SCHOOL YEARS? (1963) 06 4 270

Discusses Delecato's theories of brain injury and neurological underdevelopment in relation to reading problems, and suggests that the position in which a baby or young child sleeps may be an early predictor of these problems.

SHUMAN, R. BAIRD. OF COURSE HE CAN READ - HE'S IN HIGH SCHOOL. (1975) 19 1 36

Suggests methods of helping disabled readers and insists that it is incumbent upon the school to provide activities which suit all types of students.

SMITH, DONALD E. P. SLOW-STARTING STUDENTS: WHOSE RESPONSIBILITY? (1961) 05 1 61

Discusses learning problems among college freshmen and describes a learning assistance program in which individual and group instruction is given by graduate students in educational psychology.

STAIGER, RALPH C. MEDICINE FOR READING IMPROVEMENT. (1961) 05 1 48

Describes an experiment with retarded elementary, junior high school and college students which made use of the drug deanol. Concluded that the drug increased perceptual speed.

TYLER, TRACY F., JR.   ROSES ARE ROSES.   (1969) 12 7 561

Suggests that in view of the lack of consensus concerning the etiology of learning disabilities the label "learning disability" be adopted as the least innocuous choice.

13 DIAGNOSIS AND REMEDIATION

DOLAN, G KEITH. COUNSELING AS AN AID FOR DELAYED READERS. (1964) 08 2 129

Describes the experimental use of counseling to change self-concept, values, attitudes and interests of problem readers in a direction favorable to reading. Reports significant improvements in reading achievement scores.

HARDYCK, CURTIS D., LEWIS F. PETRINOVICH. TREATMENT OF SUBVOCAL SPEECH DURING READING. (1969) 12 5 361

Discusses a painless and safe technique for detection of subvocal speech and outlines a simple and effective treatment. Presents some preliminary evidence regarding which students benefit from treatment.

LITTRELL, J. HARVEY. TEACHER ESTIMATES VERSUS READING TEST RESULTS. (1968) 12 1 18

Correlates teacher evaluation of reading associated traits with scores on the DIAGNOSTIC READING SURVEY for 397 eleventh graders. Finds only a moderate relationship.

NIENSTED, SERENA. PUPIL SELF-HELP IN WHOLE CLASS SETTING. (1971) 15 3 222

Suggests that self-diagnosis by students can lead to the setting of personal goals and to the developing of a program suitable for the students.

RAYGOR, ALTON V. READING SKILLS AND PERSONAL ADJUSTMENT.
(1960) 03 3 207

Maintains that reading problems do not occur in isolation, hence instructors of college reading need training to provide a broader range of counseling than offered in skill development work.

AUTHOR INDEX

Aaron, I.E., 206, 268
Aaron, Robert L., 54, 182, 268
Aaronson, Shirley, 174
Abrams, Jules C., 38, 50
Adams, Anne H., 62
Adams, W. Royce, 76
Adcock, Donna, 262
Ahern, Patricia Russell, 116
Ahrendt, Kenneth, 54, 174, 208, 255
Alexander, Clara Franklin, 154, 255
Alcra, Cecelia, 182
Allen, Arthur T., 231
Allen, James E., 3
Allington, Richard L., 120, 210, 231
Alpert, Harvey, 38
Amanna, Vincent J., 68
Ames, Wilbur S., 154
Anapolle, Louis, 40
Anderson, Jonathan, 103, 174, 243
Anderson, Robert P., 33
Andresen, Oliver, 196
Archbold, Bonnie, 56
Ardhanareeswaran, B., 174
Artley, A. Sterl, 142
Asimov, Isaac, 249
Astor, Martin H., 32
Atkinson, Linda B., 132
Atwater, Joan, 154, 229, 255
Austin, Henry R., 142
Austin, Lettie J., 3
Axelrod, Jerome, 62, 154, 162, 229
Ayrer, James E., 255
Bachner, Saul, 50, 132, 196, 210, 231
Bader, Lois, 96, 112, 120
Baer, Constance Joan, 76
Bailey, Robert B., 37
Bain, June W., 96
Baird, Ruth Cates, 68
Ball, Howard G., 229
Bamman, Henry A., 76
Barbar, Donna J., 41, 231
Barbe, Walter B., 62
Barrilleaux, Louis E., 231
Barry, Jeanne Gardner, 243
Bartell, Donald E., 167
Barter, Clinton R., 189
Beach, Richard, 154
Bean, Rita, 76, 138
Beard, Jacob G., 243
Beasley, Charles E., 82
Becher, Barbara Ann, 82
Becker, George J., 14, 211
Becker, John T., 100, 211
Beckerman, Leon, 211
Beil, Drake, 155
Belcher, Michael J., 32
Belden, Bernard, 90, 109
Bell, Caroline R., 193
Bell, D. Bruce, 33
Beltrame, Irvin, 68
Bennett, J. Michael, 178
Bennie, Frances, 182
Berg, Paul C., 14, 35, 155, 175
Berger, Allen, 14, 155, 167, 211
Bergman, Irwin B., 82
Berkey, Sally C., 68
Bermont, Hubert, 175
Bernetta, Sister M., 40
Bethune, Paul, 149, 206
Betts, Emmett Albert, 3, 146
Billet, Ralph E., 66
Birkley, Marilyn, 120
Black, Sylvia, 227
Bloomer, Richard H., 103, 117, 156, 160, 256
Bochtler, Stanley E., 96
Boehnlein, Mary Maher, 120
Boffey, Barnes, 13, 125
Bogart, Carlotta L., 47, 69, 235
Bolz, George, 211
Booth, Wayne C., 167, 249
Bormuth, John R., 155, 243
Bortnick, Robert, 211
Bosanko, Robert G., 208
Bowren, Fay F., 54
Boyd, Rachel M., 256
Boyle, Susan, 54
Braam, Leonard S., 132, 155, 211
Bradtmueller, Mary, 119
Bragstad, M. Bernice, 124, 130, 195, 206
Breen, Nan, 41
Brennan, Susan Warfield, 3
Brinkley, Roy, 89
Britton, Gwyneth E., 232
Broome, Billy J., 258
Brown, Flora Morris, 132
Brown, James I., 249
Brown, Louise, 167
Brown, Rexel, 55
Brueckman, Elizabeth A., 69
Bruland, Richard A., 146
Bruner, Jerome S., 3
Brunning, Herbert, 103
Brynski, Christina, 56
Buckley, Rose, 69

Bullerman, Mary, 126
Burgess, Barbara, 103
Burgett, Russell E., 112, 116
Burgy, Dianne R., 116
Burmeister, Lou E., 116, 146
Burnett, Richard W., 4, 121
Burns, Paul C., 62
Burns, Thomas, 202
Burton, R.L., 142
Butcofsky, Don, 175
Byrne, James A., 64, 96, 126, 232
Cabrini, Sister M., 40
Cadenhead, Kenneth, 112
Caffentzis, Maria V., 212, 268
Cahn, Lorynne, 268
Cladwell, Margueritte Johnson, 196
Call, Louis T., 54, 268
Camacho, E. Oliver, 108, 240
Cameron, Jack R., 156
Capuzzi, Dave, 212
Carner, Richard L., 4
Carney, John J., 82
Carpenter, Teryle W., 156
Carrigan, Patricia M., 26, 269
Carrillo, Lawrence, 106, 167
Carroll, L. Patrick, 196, 212
Carsello, Carmen, 167, 256
Carter, Betty B., 156
Carter, Homer L.J., 256
Carter, L. Phillip, 269
Case, Norma, 150
Cassidy, Jack, 119, 196, 204
Castallo, Richard, 191
Caughran, Alex M., 4, 119
Causey, Oscar S., 249
Cawley, John F., 103
Chaffin, Jerry, 103
Chance, Larry L., 146
Chandler, Theodore A., 15, 51
Chansky, Norman M., 4
Chapman, Carita A., 156
Cheek, Martha, 133
Cheris, Barbara H., 142
Chesler, S., Alan, 197
Chester, Robert D., 257
Chinn, Jacqueline, 156
Chronister, G.M., 54
Cleary, Donna McKee, 44, 157
Cleland, Donald L., 114
Cline, Ruth K.J., 113
Cline, Terry A., 244
Clymer, Theodore, 4
Coffey, Charles C., 83
Cohen, Judith H., 66, 244
Cohen, S. Alan, 40, 232
Cohen, Savin, 62
Cohn, Maxine D., 76, 138
Collier, Eugenia W., 146, 254
Colvin, Charles R., 15, 55, 83, 104
Come, Thomas V., 121
Conley, Richard L., 66
Conroy, Michael T., 208
Cook, Dawn, 142
Cooke, Bridget L., 83, 212
Cooper, Charles R., 44
Copp, Barrie R., 5
Cortright, Richard W., 96, 213, 232
Cowart, Howard, 49
Cox, Juanita, 240
Craft, Lynda H., 221
Cramer, Ronald L., 53, 60, 157
Cranney, A. Garr, 15, 103, 143, 175
Crawford, Gail, 66
Creaser, James, 256
Crews, Ru[illegible]llen, 5
Criscuolo, Nicholas P., 55, 77, 138
Crist, Barbara I., 147
Cromley, Marcy, 197
Culhane, Joseph W., 163
Cunningham, Dick, 232
Cunningham, Richard C., 126
Curry, Joan F., 211
Cutts, Warren G., 5, 15
Cyzyk, Janet L., 99
Daigle, Edward J., 69
Daines, Delva, 244
Dalton, Patrick, 32, 104
Darby, Charles A., 182
Dauzat, Sam V., 121
Davey, Beth, 32
Davis, Dorothy Voigt, 66
Davison, Ronald, G., 52, 79
Debooy, Anna, 150
Dellande, William D., 33, 85
Dembo, Myron H., 168
Denberg, Robert, 104, 157
Denney, Patti, 126
Derby, Thomas L., 256
Devan, Steven, 213
Devine, Thomas G., 16, 44
Di Biasio, Anthony J., 69
Dickerson, Frances E., 139, 223
Dillner, Martha H., 142
Dizney, Henry, 148

Dobrin, Ruth M., 70
Dobson, James C., 257
Dodge, Roger W., 112
Dolan, G. Keith, 269, 276
Dollerup, Cay, 197
Donald, Sister Mary, 176
Donelson, Kenneth L., 197
Donlan, Dan, 197, 213, 233
Donze, Sister Mary Terese, 77
Douglas, Frances M., 143
Downes, Mildred Gignoux, 147
Draba, Robert E., 127
Dramer, Dan S., 24, 77
Dubois, Eugene E., 55
Dubois, Ronald L., 157
Dudley, Margaret W., 233
Dulin, Kenneth L., 127, 157, 244, 257
Dummett, Marjorie, 110, 257
Durkin, Brian, 249
Durr, William K., 198
Durrell, Donald D., 158
Durston, Berry H., 103, 174
Eanet, Marilyn G., 176
Earle, Nancy, 191
Earle, Richard A., 214
Early, Margaret J., 5, 16, 133, 142
Earp, N. Wesley, 16, 206
Eberwein, Lowell, 183, 233
Edmond, Rose M., 46, 166
Edwards, Peter, 176
Edwards, Thomas J., 47
Einbecker, Polly Godwin, 34, 265
Elkins, Deborah, 127
Elkins, Doris M., 55
Eller, William, 16, 158
Ellis, U. Berkeley, 70
Elmore, Mary Charles, 63
Elza, Betty, 67
Emans, Robert, 77, 182, 257
Engelhardt, Reata M., 168
Ennis, Carolyn G., 269
Epstein, Ira D., 214
Erickson, Michael E., 257
Erickson, Robert, 208
Estes, Thomas H., 193, 257
Evans, Howard M., 55, 104
Farr, Roger, 11, 55, 258
Farrell, Edwin, 38
Farrow, William R., 83, 212
Fazio, Gene S., 250
Feinberg, Mortimer R., 83
Fennimore, Flora, 183
Fiddler, Jerry B., 168
Fiedler, Margaret, 104
Fiehler, Rudolph, 147
Fields, Irwin H., 56, 77, 176
Fillbrandt, James, 182
Finder, Morris, 158, 198, 214, 233
Fisher, Joseph A., 249
Fisher, Linda Ruth, 76
Fleming, James T., 176
Flight, David, 16, 121
Flynn, Peggy, 83
Foody, Norma E., 214
Forrest, Elliott B., 40
Fortenberry, Warren D., 183, 234, 258
Fraim, Emma Carville, 198
Franco, E.J., 78, 126
Franke, Thomas L., 266
Frankel, Jill Catherine, 143, 204
Franklin, Earl F., 258
Frederick, E. Coston, 5, 117
Freed, Barbara F., 6, 17
Fridian, Sister M., 84, 204
Fry, Edward, 133, 147, 168, 244, 258
Fuhr, Morton L., 215, 250
Gainsburg, Joseph C., 158, 184
Gallacher, Doris, 88
Gallo, Donald R., 184
Galloway, Charles G., 48
Galloway, Priscilla, 234, 245
Gans, Thomas, G., 120
Ganz, Paul, 63
Garcia, Ricardo L., 47
Garry, V.V., 134
Gates, Karen M., 78
Gatewood, Len Trotter, 109
Gebhard, Ann O., 198
Geerlofs, Marjorie White, 56
Gentile, Lance M., 6, 184
Getz, Howard G., 123
Gibbs, Mary Ellen, 209
Gillespie, Bonita M., 78, 269
Glass, Gerald G., 84, 168
Glenn, M.L., 84
Gliessman, David, 32, 100, 104
Glock, Marvin, 177, 270
Gluck, Suzy, 97
Gold, Barbara A., 85
Goldfield, Ben, 159
Goltz, Charles R., 245
Golub, Lester S., 56
Gomon, Audrey, 56
Goodman, Kenneth S., 44, 148

Goodman, Yetta, M., 31, 46
Goodrich, Howard B., 188, 215
Goodrich, Ralph W., 220
Gordon, Marshall, 50
Gore, Robena S., 71, 198
Goudey, Charles E., 127
Gould, Sandra M., 148
Graham, Harold V., 56
Gray, Mary Jane, 122
Green, Richard T., 6, 17, 159
Greenlaw, M. Jean, 194
Greenmun, Renny, 107
Grissom, Loren V., 184
Grob, James A., 169
Groff, Patrick J., 122
Gruber, Paulette M., 70
Gudaitis, Michael S., 70
Guidry, Loyd J., 245
Guszak, Frank J., 122
Guthrie, Harriet, 32, 104
Gwaltney, Wayne, 33
Gynther, Malcolm D., 140, 188
Hafner, Lawrence E., 17, 33, 159
Halfter, Irma T., 143
Halinski, Ronald S., 259
Hall, Joseph C., 47, 117
Hall, Nason E., 51, 105
Handel, Ruth D., 78
Hanf, M. Buckley, 177
Hansell, T. Stevenson, 215, 245
Hanson, Earl, 260
Hantla, John Carter, 78, 138
Hardy, Madeline I., 270
Hardyck, Curtis D., 276
Harker, W. John, 17, 57, 117, 159, 234, 270
Harrietta, Sister Mary, 234
Harris, Albert J., 6, 17, 41, 122, 143, 160,
  215, 246, 270
Harris, Frances Lane, 229
Haselton, Shirley S., 174, 208, 255
Hastings, William H., 100
Hawkins, Joseph A., 258
Hayward, F. Margaret, 84
Heard, Patricia, 84
Heavey, Regina, 148
Heftel, Daniel L., 85, 169
Hegman, M. Marian, 70
Heilman, Arthur, 169
Heitzman, Andrew J., 97, 117, 160, 256
Henderson, Mary Ann, 85, 184
Henry, Claire, 127
Herber, Harold L., 128, 216
Herculane, Sister M., 169
Hertz, Sharon M., 85
Hesse, Karl D., 117, 130, 195
Heys, Frank, 148
Hickerson, Pat, 270, 271
Hill, Charles H., 52
Hill, Walter, 6, 18, 160, 234
Hinton, Evelyn A., 105, 259
Hodell, Robert D., 100
Hodges, Pauline, 199
Hollingsworth, Paul M., 100
Holmes, Jack A., 271
Hopkins, Kenneth D., 257
Houk, Annelle S., 47, 69, 235
House, Ralph W., 41
Hovious, Marilyn, 185
Hubrig, Billie, 29
Humphrey, Jack W., 63
Humphry, Kenneth H., 170, 259
Hutchings, Barton, 247
Hutton, C.E., 271
Hynes, Sister Nancy, 199
Ivarie, Judith J., 63
Jackson, Jeanne R., 148
Jacobs, Mitchell, 256
Jacobson, Milton D., 159, 246
James, Shirley M., 128
Janes, Edith, 152
Jeffers, Pearl B., 57
Joels, Barbara J., 212, 268
Johnson, Dale D., 134
Johnson, Harry W., 149, 177, 216
Johnson, Kenneth R., 48
Johnson, Laura S., 143, 216, 235, 250
Johnson, Terry D., 18
Johnston, J. Howard, 149
Johnston, Joyce D., 209
Jones, Charles, 104, 157
Jones, Dennis M., 18
Jones, Linda, 254
Jones, Margaret B., 216
Jones, Reginald, 230, 250
Jones, Robert W., 79
Jones, Yvonne, 156
Justin, Neal, 48
Kamman, Richard A., 177
Kangelaris, Zina, 56
Kantrowitz, Viola, 235, 271
Karlin, Robert, 57
Katz, Cecily, N., 103, 174
Kaufman, Lenore J., 85
Kaufman, Maurice, 266

Kavale, Kenneth A., 97
Kelley, Daniel J., 63
Kelley, Joseph G., 216, 236
Kelly, Leonard P., 254
Kendall, Rose, 71
Kender, Joseph P., 259
Kennedy, Larry D., 79, 123, 259
Kenworthy, C.W., 100, 105
Keppel, Francis, 7
Kerstiens, Gene, 18
Kettlewell, Gail B., 71, 199
Kimball, Raymond L., 52, 79
Kinder, Robert Farrar, 118
King, Paul T., 33, 85
Kingston, Albert J., 18, 19, 30, 31, 45, 149, 177, 185, 193, 226, 236, 246, 259, 260, 271
Kinnamon, Sue E., 250
Kinne, Ernest, 71, 217
Kirkness, Verna J., 236
Klausner, Dorothy Chenoweth, 134
Klein, Marv, 160
Klein, Rozalyn, 213
Kline, Lloyd W., 57, 58
Kling, Martin, 8, 52, 56, 79
Knapp, Margaret O., 45
Knight, D. Francis, 245
Knight, David W., 149, 206
Koenke, Karl, 134, 246, 260
Kokes, Loralyn B., 101
Kolb, Monica, 12
Koledin, Ladonna, 113
Kollaritsch, Jane, 178
Kolzow, Lee, 193
Krail, Jack B., 217, 272
Krause, Kenneth C., 235
Kriftcher, Noel, 80
Krippner, Stanley, 33
Kummer, Robert, 71
La Pray, Margaret, 149, 217
Lacey, Mabel, 85
Lackey, George H., 161, 204
Laffey, James, 29, 30, 55
Laffitte, Rondeau J., 170
Lamberg, Walter J., 134
Landis, John, 79
Lane, Patricia K., 191
Lane, Patrick, 185
Lang, Florence Maggie, 60, 113
Langer, John H., 150
Larocque, Geraldine E., 236
Larrick, Nancy, 236
Larsen, Janet J., 103, 143
Larson, Colleen, 41
Larson, Sheryl, 41
Lasser, Michael, 237
Lauer, A.R., 167
Lazaraton, Margaret L., 111
Lazarus, Arnold, 161, 185, 217
Lee, Maurice A., 86, 105
Lee, Wayne D., 246
Lees, Fred, 207
Lefevre, Carl A., 45
Legere, C.L. John, 58
Leggitt, Dorothy, 118
Lehner, Andreas P., 58
Letson, Charles T., 113, 170, 217
Levine, Isidore, 144, 218
Levy, Jean, 139
Lewis, Dorothy L., 71
Lewis, Franklin D., 33
Lickfeldt, David, 56
Lindlof, John A., 4
Lindsey, Jimmy D., 97
Lipson, Frances, 67
Littrell, J. Harvey, 86, 276
Livingston, Howard F., 150, 260
Livo, Norma J., 237
Lokke, Virgil, 20, 21
Long, Louis, 83
Lopardo, Genevieve S., 211
Lopes-Correa, Arlindo, 97
Losinger, William, 82
Love, Harold D., 41, 150
Luke, Catherine, 76, 138
Lumsden, D. Barry, 218
Madeira, Sheldon, 58
Maffei, Anthony C., 207
Magaro, Peter A., 34
Maginnis, George H., 106, 260
Magnusson, Dorothy, 72
Magoon, Thomas M., 87
Maheu, Rene, 237
Main, Porter, 20, 21
Malmquist, Eve, 144
Maloney, John D., 86
Mangieri, John N., 58
Manzo, Anthony V., 150, 161, 176, 199, 218, 254
Marani, S. Donald, 97, 135
Maring, Gerald H., 7
Marquis, Bettylee Fults, 72
Martens, Mary, 144, 251
Martin, David P., 86
Martin, Deanna Coleman, 199

Martin, Jeanette P., 86
Martin, Marian, 185
Martin, Mavis D., 108
Martin, Ruby W., 48
Martin, William R., 59
Marzano, Robert, 41, 150
Mason, George E., 123, 165, 241
Mason, Lynne G., 244
Mason, Margaret, 21, 218
Matthews, John H., 170
Mattila, Ruth H., 237
Mavrogenes, Nancy A., 45, 260
Maxwell, Martha J., 38, 87, 97, 106, 123, 151, 170, 266
May, M.M., 87
Mayfield, Craig K., 88
Mayhew, Jean B., 218
Mayne, Dorothy, 42, 272
Mazurkiewicz, Albert J., 186
McCaleb, Joseph L., 134
McCallister, James M., 161
McConihe, Esther J., 101, 106, 178
McConville, Carolyn B., 42
McCord, Hallack, 35, 67, 68, 138, 186, 219, 251, 261
McCormick, Ida, 106
McCracken, Robert A., 59, 72, 128, 171
McCreary, Anne Phillips, 7
McCuaig, Susannah M., 247
McCullough, Barbara, 161
McDonald, Arthur S., 21, 22, 35, 64, 88, 106, 126, 171, 232, 237, 261, 272
McDonald, Thomas F., 59, 79, 250, 261
McIntyre, Virgie M., 219
McKee, Catherine, 123
McKenna, Michael, 200, 261
McLaughlin, G. Harry, 219, 246, 247
McMillan, Merna M., 184
McMurtry, R. Gerald, 238
McWhorter, Kathleen T., 139
Means, Harrison J., 72
Meints, Donald W., 79
Melnik, Amelia, 93, 219
Melton, Howard B., 72, 107
Merritt, John E., 7, 22
Meyer, Sister Jean, 98
Michaels, Melvin L., 194
Mikulecky, Larry J., 135
Miller, Lewis, 182
Miller, Lyle L., 128
Miller, Margery Staman, 191
Millman, Jason, 177, 270
Mills, Mary, 88, 200
Mills, Wallace R., 122
Mocker, Donald W., 219
Moe, Iver L., 273
Montag, Philip, 205
Montgomery, Margaret, 73
Moore, Gladys B., 251
Moore, Robert E., 238
Moore, William R., 73
Moorman, Gary B., 261
Moran, Patrick J., 139
Morley, Richard, 214
Morrell, Ken, 73
Mountain, Lee H., 251
Mour, Stanley I., 123
Muehl, Lois B., 88
Mueller, Arthur C., 170
Mueller, Doris L., 135
Muench, Sally, 54, 268
Muller, Al, 23, 200, 238
Mulligan, Joseph P., 52, 220
Murdick, R.G., 101
Murphy, Terrence V., 213
Muskopf, Allan F., 23, 24
Nacke, Phil L., 79
Nagle, John E., 129
Nair, C.V. Devan, 7
Namekawa, Michio, 8
Nania, Frank, 273
Navarre, Gary B., 108, 129
Neal, Carolyn M., 39
Nealon, Thomas E., 238
Nelson, Helge, G., 88
Nelson, Joan B., 216
Netchinsky, Irving, 89
Nettleton, Aileen, 117
Neville, Donald, 93, 109
Newman, Arthur J., 191
Newman, Harold, 139
Newton, Eunice Shaed, 98, 139, 162, 247
Niensted, Serena, 80, 220, 276
Nieratka, Ernest B., 220
Nikas, George Bill, 107, 252
Nilagupta, Sirirat, 266
Niles, Olive Stafford, 119, 220
Nissman, Albert, 186, 220
Noland, Ronald G., 221
North, Marie, 73, 107
Nuernberger, Ann B., 8
O'Brien, Donald, 221
O'Donnell, Michael P., 98
O'Rand, Barbara, 106

Obrenovich, Michael, 186
Ohara, Sunao, 8
Ohnmacht, Fred, 107
Olsen, James T., 238
Olson, Arthur V., 107, 144
Ornstein, Allan C., 23, 239
Osburn, Bess, 129
Osenburg, F.C., 262
Oswalt, William W., 124
Ottenberg, Zetta, 64
Otto, Wayne, 130
Painter, Helen W., 135, 221
Palmatier, Robert A., 123, 178
Palmer, William S., 162, 194, 205, 247
Paradis, Edward, 149
Parham, Jo Ann Walton, 89
Parkey, Nancy, 67
Patterson, Walter G., 75, 109, 135
Patyk, Gloria, 183
Pauk, Walter, 34, 89, 179, 186, 191, 239, 247, 252
Peachey, Irene M., 220
Peck, Cynthia Van Norden, 8
Peck, Richard E., 89
Pehrsson, Robert S.V., 34
Pellegrene, Tom, 139
Pendrak, Michael, 80
Peters, Charles W., 64
Peters, F.J.J., 221, 252
Peterson, Sonya, 34
Petre, Richard M., 8, 59
Petrinovich, Lewis F., 276
Petrosky, Anthony R., 44
Philion, William L.E., 48
Piercey, Dorothy, 133, 186
Pikulski, Edna C., 216
Pillar, Arlene M., 239
Piscitello, Angelina C., 201
Policastro, Michael, 179
Pollack, Cecelia, 185
Pongnoi, Nakorn, 9
Poole, Millicent E., 103, 174
Pope, Lillie, 98
Portman, Lisa, 101
Powell, Samuel, 49
Powell, William R., 9
Power, Marian E., 52, 136, 262
Preston, Ralph C., 273
Price, Uberto, 90
Prien, Erich P., 106
Prochoruk, Kathy 150
Pugh, R. Theresa, 60
Putman, Lillian R., 133, 162, 180
Putnam, Mary J., 97
Pyrczak, Fred, 162, 248
Quaintance, Aloysius, 171
Quina, James, 194
Racette, Rene J., 80
Rakes, Thomas A., 262
Ramsey, Wallace, 36, 144, 252
Rankin, Earl F., 90, 107, 163, 262, 264, 273
Ransbury, Molly Kayes, 187
Rauch, Sidney J., 9, 53, 114, 171, 222
Ray, Darrel D., 90, 108
Raygor, Alton V., 9, 39, 171, 173, 262, 277
Readence, John E., 58
Reddin, Estoy, 239
Rees, Gilbert, 32, 104
Reich, Carol, 187, 263
Reichard, Cary L., 239, 273
Reichurdt, Konrad W., 274
Reid, William R., 239, 273
Reidelberger, Helen, 73
Reilley, Robert R., 151
Renfro, Marilyn J., 140
Rentel, Victor M., 14, 35, 155, 175
Rhodes, Alan, 200
Ribovich, Jerilyn K., 135
Rieck, Billie Jo, 187
Rist, Ray C., 49, 140
Ritt, Sharon Isaacson, 200
Ritter, Joyce H., 90
Robeck, Mildred C., 36
Robertson, Malcolm H., 90, 108
Robinson, H. Alan, 23, 24, 64, 187
Robinson, Helen M., 9
Robinson, Richard, 33, 118
Rodenborn, Leo V., 192
Rodgers, Denis, 151
Rodriguez, Joan Hughes, 252
Roe, Betty D., 91, 222, 230
Roeder, Harold H., 124
Roeder, Marcia A., 124
Roehm, Marilyn A., 132
Rollins, Doris, 161, 204
Ronan, Eileen, 151, 267
Rosanna, Sister M., 204
Rose, Harriet A., 91, 108
Rose, Lyndon, 172
Rosen, Carl L., 25, 42, 172, 253
Rosen, Ellen, 248
Rosenheck, Viola, 33
Roser, Nancy L., 258
Rosner, Stanley L., 98

Ross, Eli T., 36, 274
Ross, Elinor P., 91, 221
Ross, Ramon, 149, 217
Rossman, Jean F., 80, 140
Roth, Robert M., 60, 187
Rowls, Michael, 11
Royal Bank (Editor), 233
Rubin, Dorothy, 222
Rushmore, Mary Lee, 60
Russell, Sheldon N., 136
Ryan, Eunice G., 163
Ryder, Sarah, 240
Rystrom, Richard, 49
Sanacore, Joseph, 114, 180
Sandberg, Edwin T., 91
Sanders, Peter L., 115, 205, 214
Sanford, Alpheus, 107
Santeusanio, Richard, 91
Saraceno, Joseph A., 201
Sargent, Eileen E., 74
Sartain, Harry W., 209, 222
Sawyer, James M., 91
Sawyer, Rita, 129
Sayles, Daniel G., 25, 263
Schacter, Harry W., 10
Schaeffer, Joan, 74
Schaeffer, Leonard, 74
Schale, Florence, 163
Scharf, Anne G., 188
Schatz, Albert, 10
Schatz, Gerald, 98
Schaumberg, Judith B., 240
Schell, Leo M., 163, 164
Schiavone, James, 67, 99, 108, 240
Schick, George B., 10
Schirmer, Gene, 108, 129
Schleich, Miriam, 74, 129
Schmidt, Bernard, 42, 253
Schnell, Thomas R., 121, 136
Schneyer, J. Wesley, 36
Schottenfeld, Lorraine, 60, 113
Schubert, Delwyn G., 151
Schulte, Emerita Schroer, 25
Schumann, Alfred R., 222
Schurr, Richard, 74
Schwartz, Edward, 20, 21
Schwartz, Elizabeth, 145
Schwarzberg, Sheila, 221
Schwyhart, Keith, 185
Scope, John C., 60
Scott, Frances Deane, 92
Scott, Gary K., 34
Scudder, John R., 10
Seifman, Eli, 127
Seigler, Hazel G., 140, 188
Shablak, Scott L., 232
Shafer, Robert E., 10, 26, 164, 188, 263
Shapiro, Bernard J., 37
Shapiro, Nathaniel, 80
Shaw, Darla H., 136
Shaw, Phillip, 119, 201, 223
Shenkman, Harriet, 92, 223
Shepherd, David L., 130
Shepherd, James F., 92
Shepherd, James W., 223
Shepherd, Terry R., 223
Sher, Norman, 185
Sherer, Peter A., 164, 180
Sheridan, Jane, 201
Shirley, Fehl L., 188
Shuman, R. Baird, 62, 201, 274
Shuy, Roger W., 224
Sieger, Frederick J., 240
Simmons, George A., 37
Simmons, John S., 164, 201, 240
Simpson, Ray H., 189
Sinatra, Richard C., 81
Skinner, Vincent P., 53
Smith, Beverly J., 118
Smith, Brenda Golembesky, 172
Smith, Donald E.P., 26, 92, 263, 274
Smith, Edwin, 165, 188
Smith, Elizabeth, 182
Smith, Helen K., 263
Smith, Jeanne, 224
Smith, Marie, 188
Smith, Nila Banton, 194
Smith, Richard J., 64, 117, 124, 130, 189, 195, 201
Smith, William L., 165, 241
Smolen, Wendy O., 38
Snap, Alfred H., 74
Snavely, A. Eloise, 93
Soares, Anthony T., 189
Soll, Lila, 224
Spache, George D., 42, 93, 109, 126, 172, 232
Spring, Karen Strom, 165
Staff, *Journal of Reading,* 11, 75, 264
Stahl, Betty Lou, 64
Staiger, Ralph C., 127, 193, 274
Stallard, Cathy, 11
Stanchfield, Jo M., 118, 130, 189
Standlee, Lloyd, 93, 109
Stauffer, Hilda, 230

Stauffer, Russell G., 53, 60
Stebens, L. Duane, 109
Steinacher, Richard, 173
Stensland, Anna Lee, 26, 241
Stephens, Elaine C., 109
Stevens, George L., 99
Stevens, Virginia M. R., 166, 192
Stevenson, Timothy E., 243
Stiles, Helen L., 130, 180
Stocks, Patricia, 241
Stone, David R., 180, 181, 224
Strang, Ruth, 49, 93, 124, 202, 224
Sullivan, Eugene A., 101
Summers, Edward G., 26, 27, 28, 29, 124, 173, 241
Surkan, Alvin J., 7
Svetlik, Byron L., 106
Tanzola, Rev. Vincent, 75
Taschow, Horst G., 152
Taylor, Earl A., 43, 102, 173, 225
Taylor, Lucille B., 129
Taylor, Robert T., 207
Taylor, Stanford E., 43
Thayer, J.A., 140
Thelen, Judith N., 207
Theofield, Mary B., 63
Thomas, Ellen Lamar, 205, 208, 209, 241
Thompson, Ernest, 152
Thompson, Richard F., 202, 225, 264
Thompson, Ruby L., 152, 225
Thorton, Cecil M., 75
Tillman, Chester E., 39, 42, 143
Tillson, William, 136
Tilton, Patricia, 41
Tobin, Aileen W., 60
Toops, Myrtle D., 61
Tormey, Mary K., 75, 109
Torrance, E. Paul, 163
Toussaint, Isabella H., 37, 264
Towery, Gene, 161
Tracey, William R., 58
Tracy, Robert J., 107, 262, 264
Trela, Thaddeus M., 14
Tremonti, Joseph B., 61, 93, 115, 145
Tucker, Joseph, 131
Tuckey, John S., 94
Tuinman, Jaap, 11, 165, 265
Tumarkin, Irving, 131
Turner, Caroline S., 109
Tutolo, Daniel J., 225
Twining, James E., 181, 225
Tyler, Tracy F., 241, 275
Umans, Shelley, 53, 242
Urbas, Raymond, 77, 110, 257
Vacca, Jo Anne, 226
Vacca, Richard T., 145, 226, 260
Van Dyk, Howard, 68
Van Why, Earl, 230, 250
Vance, Forrest L., 262
Vaughan, Beryl I., 189
Vaughan, Joseph L., 137, 248
Veal, L. Ramon, 30, 242
Vineyard, Edwin E., 37
Viox, Ruth, 65, 125
Von Horn, Arlene, 152
Wagener, Elaine H., 226
Walberg, Herbert J., 181
Waldo, Gordon P., 51, 105
Walker, James E., 132
Walker, Jerry L., 65
Wallach, Meralee G., 85
Walsh, Edwina, 152, 254
Walter, Terry L., 33
Warfel, Harry R., 12, 43
Wark, David M., 12, 39, 171, 173
Warlick, R.A., 165, 205
Warner, John R., 153, 242
Warner, Timothy P., 153
Warren, Ann Dell, 171
Warren, Mary Bay, 75, 253
Warren, Mary O. Netherton, 212
Wash, James A., 19, 236
Way, Robert, 6
Weaver, Carl H., 218
Weaver, Wendell W., 19, 30, 31, 45, 226, 246, 260
Wedeen, Shirley Ullman, 94, 110
Weed, Earl D., 102
Weeks, Lewis E., 94, 110
Weinstein, Alfred B., 171
Weiss, M. Jerry, 202, 226
West, Joel B., 63
Wetzel, Ralph, 185
Wheat, Thomas E., 46, 166
Whisler, Nancy G., 227
White, Daryl E., 116
Whitt, Bert A., 99
Wiegand, Regis B., 207, 248
Wiggins, Phyllis Wymn, 131, 137
Willerman, Barbara, 189
Willerman, Marvin, 189
Williams, Maurice, 166, 192, 227
Williams, Ralph M., 12, 46, 102, 227
Williamson, Ann Pollard, 227

Wison, Donald A., 168
Wilson, Richard C., 34, 265
Wilson, Robert M., 67
Winkley, Carol K., 260
Winston, Ethna M., 267
Wiseman, Mel, 130
Witty, Paul A., 31, 181
Wolf, Helen S., 153
Wolf, Judith Goldman, 16, 158
Wood, Judith, 227, 253
Wood, Phyllis Anderson, 110
Wood, Roger L., 110
Woolf, Maurice D., 12
Worthington, James S., 248
Wozencraft, Marian, 94, 145, 228
Wright, John C., 94, 111, 228
Wulffson, Don L., 203, 228
Wunderlich, Elaine, 119
Yarington, David J., 13, 125, 273
Yoder, Albert C., 228
Young, Edith M., 192
Yuthas, Ladessa Johnson, 95, 141
Zaccaria, Lucy, 256
Zeaske, Arnold, 125, 153
Zais, Edith, 109
Zais, Robert S., 190, 265
Zalewski, Ann Marie, 65
Ziebel, Bebe, 137
Ziros, Gail I., 267
Zuck, Louis V., 31, 46

TABLES AND FIGURES

Table I. Article frequency for 54 categories across twenty volume years

Categories & Sub Categories	1	2	3	4	5	6	7	Total	8	9	10	11	12	13	14	Total	15	16	17	18	19	20	Total
01. Reading in General	2	0	1	2	0	0	2	7	3	2	0	1	0	4	1	11	7	7	2	3	7	7	33
02. Reviews & Bibliographies	0	3	8	7	3	4	3	28	8	10	17	5	1	5	2	48	5	3	2	1	1	1	13
03. Correlates of Reading																							
03.1	0	0	0	0	0	0	1	1	1	1	0	1	1	2	2	8	1	0	1	1	0	1	4
03.2	0	0	2	1	2	1	2	8	1	0	1	1	0	0	0	3	0	0	0	0	0	0	0
03.3	1	0	0	0	0	0	0	1	1	0	0	1	0	0	1	3	0	1	0	0	1	1	3
03.4	2	0	0	2	4	3	3	14	0	2	1	0	0	0	0	3	0	0	0	0	0	1	1
03.5	0	0	0	1	0	0	0	1	1	1	1	1	0	0	1	5	1	0	0	2	1	2	6
03.6	0	0	0	0	0	0	0	0	0	0	1	1	1	0	2	5	1	4	2	2	0	0	9
03.7	0	0	0	0	0	0	0	0	0	0	3	2	3	0	0	8	2	0	1	7	0	1	11
04. Reading Programs																							
04.1	2	0	0	3	2	1	1	9	0	0	0	2	4	3	3	12	3	2	5	1	2	3	16
04.2	3	0	0	0	1	0	1	5	1	1	0	0	3	0	0	5	2	1	1	1	1	2	8
04.3	0	0	1	0	0	2	1	4	0	0	0	0	0	2	0	2	1	0	0	0	2	0	3
04.4	2	7	5	3	1	5	1	24	1	0	1	0	3	0	3	8	3	1	0	0	2	1	7
04.5	0	0	0	0	0	0	0	0	2	1	0	1	2	1	5	12	2	5	1	1	1	4	14
04.6	1	10	6	2	7	2	4	32	6	3	1	2	0	0	4	16	3	0	2	1	2	9	17
04.7	0	0	1	1	0	1	0	3	1	2	0	1	1	0	2	7	1	0	2	2	1	2	8
04.8	4	4	0	0	0	0	0	8	0	2	1	0	0	1	0	4	0	0	0	0	0	1	1
04.9	0	5	1	3	3	0	3	15	4	3	3	1	4	2	0	17	1	2	1	1	2	0	7
05. Reading Personnel																							
05.1	0	0	1	0	1	0	0	2	0	0	0	0	1	0	0	1	0	0	1	0	2	1	4
05.2	0	0	0	0	0	0	0	0	0	2	0	0	0	0	1	3	0	0	1	1	0	1	3
05.3	0	0	0	0	0	0	0	0	1	1	0	0	1	1	0	4	1	3	3	1	0	1	9
05.4	0	0	1	0	0	0	0	1	0	0	0	0	0	0	1	1	0	1	1	1	0	0	3
05.5	1	1	0	1	0	0	1	4	2	1	2	1	0	2	2	10	6	3	2	2	1	0	14
05.6	3	0	0	0	0	1	0	4	1	0	0	4	3	2	0	10	4	2	0	3	2	1	12
05.7	1	0	1	0	0	0	1	3	2	0	1	0	0	1	0	4	2	3	4	6	1	4	20
05.8	0	0	0	1	0	0	1	2	1	1	0	0	0	1	5	8	0	1	2	0	2	1	6

06. Reading Skills																							
06.1	1	0	0	1	2	2	1	7	1	0	1	0	2	1	0	5	0	1	1	2	1	1	6
06.2	2	5	1	2	0	4	0	14	2	1	3	1	1	1	2	11	3	0	3	3	3	2	14
06.3	0	2	1	0	1	0	2	6	6	1	5	5	3	7	3	30	3	3	2	5	7	6	26
06.4	1	1	2	3	1	0	2	10	4	2	3	5	0	3	1	18	1	2	0	0	2	0	5
06.5	1	0	2	1	1	3	2	10	2	3	1	2	2	3	2	15	2	1	3	4	3	1	14
06.6	1	2	2	3	2	2	2	14	1	1	1	5	3	0	1	12	2	2	6	0	1	3	14
06.7	0	0	0	0	0	1	0	1	0	0	0	[illegible]	0	0	0	0	2	1	0	1	2	0	6
07. Reading in the Content Areas																							
07.1	0	0	0	0	0	0	1	1	2	1	0	0	[illegible]	1	0	4	0	2	1	0	2	0	5
07.2	2	2	0	0	0	0	1	5	1	0	[illegible]	[illegible]	2	2	3	12	0	2	9	1	5	2	19
07.3	1	1	0	0	0	0	0	2	1	0	1	[illegible]	1	0	0	3	0	1	1	1	0	0	3
07.4	1	0	0	0	0	0	0	1	1	[illegible]	0	1	0	1	0	3	1	2	0	0	2	0	5
07.5	0	0	0	0	0	0	0	0	0	0	[illegible]	[illegible]	1	0	1	3	1	1	1	1	1	0	5
08. Instructional Methods & Activities	0	3	4	4	2	1	2	16	3	1	5	7	4	0	4	24	4	10	8	15	10	7	54
09. Materials																							
09.1	0	0	0	0	1	0	0	1	0	0	1	1	0	0	0	2	1	0	1	0	1	2	5
09.2	3	3	1	1	2	1	0	11	1	4	5	5	3	3	1	22	9	1	4	7	2	5	28
09.3	0	0	0	1	0	0	1	2	2	0	1	4	1	3	0	11	2	2	2	1	6	3	16
09.4	1	2	1	1	3	1	1	10	2	0	1	1	1	2	0	7	0	1	2	2	1	1	7
09.5	1	0	0	0	0	0	0	1	0	0	0	0	0	1	1	2	1	0	1	0	0	0	2
10. Measurement & Evaluation	2	3	2	0	3	2	1	13	4	1	3	2	1	2	3	16	4	2	5	7	1	4	23
11. English as a Second Language	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	2	0	0	1	0	1	3	5
12. Atypical Learners	0	0	1	5	3	1	3	13	1	0	0	4	3	3	0	11	0	1	0	3	2	3	9
13. Diagnosis & Remediation of Reading Problems	0	0	1	0	0	0	0	1	1	0	0	0	2	0	0	3	1	0	1	0	0	0	2
Total	39	54	46	49	45	38	44		72	49	67	71	58	60	57		83	74	86	90	84	88	

Note: A total of 187 articles were classified in more than one category.

Table II. Articles by major categories across three editorial periods

Major Category	Volume n	1-7 %	Rank	Volume n	8-14 %	Rank	Volume n	15-20 %	Rank	Total n	%	Rank
Reading in General	7	2.2	8	11	2.5	10	33	6.7	7	52	4.1	8
Reviews & Bibliographies	28	8.9	3	48	11.1	3	13	2.6	9	89	7.1	6
Correlates of Reading	25	7.9	4	35	8.1	6	34	6.7	7	94	7.5	5
Reading Programs	100	31.7	1	83	19.1	2	81	15.8	2	264	21.0	1
Reading Personnel	16	5.1	5	41	9.4	5	71	14.1	3	128	10.2	3
Reading Skills	62	19.7	2	91	21.0	1	85	16.8	1	238	19.0	2
Reading in the Content Areas	9	2.9	7	25	5.8	7	37	7.3	6	71	5.7	7
Instructional Methods & Activities	16	5.1	5	24	5.6	8	54	10.7	5	94	7.5	5
Materials	25	7.9	4	44	10.1	4	58	11.5	4	127	10.1	4
Measurement & Evaluation	13	4.1	6	16	3.7	9	23	4.6	8	52	4.1	8
English as a Second Language				2	.5	12	5	1.0	11	7	.6	10
Atypical Learners	13	4.1	6	11	2.5	10	9	1.8	10	33	2.6	9
Diagnosis & Remediation	1	.3	9	3	.7	11	2	.4	12	6	.5	11
Total	315			434			505			1254		

Table III. Articles within correlates of reading across three editorial periods

Sub Category	Volume n	1-7 %	Volume n	8-14 %	Volume n	15-20 %	Total n	%
General	1	4.0	8	22.9	4	11.8	13	13.8
Intellectual Factors	8	32.0	3	8.6	0	0	11	11.7
Emotional/Personality Factors	1	4.0	3	8.6	3	8.8	7	7.4
Auditory/Visual/Psychomotor Factors	14	56.0	3	8.6	1	2.9	18	19.1
Linguistics/Psycholinguistics	1	4.0	5	14.3	6	17.6	12	12.8
Racial/Cultural Factors	0	0	5	14.3	9	26.5	14	14.9
Socio-economic Factors	0	0	8	22.9	11	32.4	19	20.2
Total	25		35		34		94	

Table IV. Articles within reading programs across three editorial periods

Sub Category	Volume n	1-7 %	Volume n	8-14 %	Volume n	15-20 %	Total n	%
General	9	9.0	12	14.5	16	19.8	37	14.0
Organization & Administration	5	5.0	5	6.0	8	9.9	18	6.8
Elementary Programs	4	4.0	2	2.4	3	3.7	9	3.4
Secondary, Developmental Programs	24	24.0	8	9.6	7	8.6	39	14.8
Secondary, Remedial Programs	0	0	12	14.5	14	17.3	26	9.8
College Programs	32	32.0	16	19.3	17	21.0	65	24.6
Adult Programs	3	3.0	7	8.4	8	9.9	18	6.8
Programs Within Business & Industry	8	8.0	4	4.8	1	1.2	13	4.9
Evaluation	15	15.0	17	20.5	7	8.6	39	14.8
Total	100		83		81		264	

Table V. Articles within reading personnel across three editorial periods

Sub Category	Volume n	1-7 %	Volume n	8-14 %	Volume n	15-20 %	Total n	%
General	2	12.5	1	2.4	4	5.6	7	5.5
Administrators	0	0	3	7.3	3	4.2	6	4.7
Supervisors/Consultants/Specialists	0	0	4	9.8	9	12.7	13	10.2
Teachers: General	1	6.3	1	2.4	3	4.2	5	3.9
Teachers: Preservice	4	25.0	10	24.4	14	19.7	28	21.9
Teachers: Inservice	4	25.0	10	24.4	12	16.9	26	20.3
Teachers: Attitudes/Role/Qualifications	3	18.7	4	9.8	20	28.2	27	21.1
Paraprofessionals/Tutors/Parents	2	12.5	8	19.5	6	8.5	16	12.5
Total	16		41		71		128	

Table VI. Articles within reading skills across three editorial periods

Sub Category	Volume n	1-7 %	Volume n	8-14 %	Volume n	15-20 %	Total n	%
General	7	11.3	5	5.5	6	7.1	18	7.6
Word Skills	14	22.6	11	12.1	14	16.5	39	16.4
Comprehension Skills	6	9.7	30	33.0	26	30.6	62	26.1
Rate & Flexibility	10	16.1	18	19.8	5	5.9	33	13.9
Study Skills	10	16.1	15	16.5	14	16.5	39	16.4
Affective Factors/Interest/Motivation	15	22.6	12	13.2	14	16.5	40	16.8
Listening/Communication/Writing Skills	1	1.6	0	0	6	7.1	7	2.9
Total	62		91		85		238	

Table VII. Articles within reading in content areas across three editorial periods

Sub Category	Volume n	1-7 %	Volume n	8-14 %	Volume n	15-20 %	Total n	%
General	1	11.1	4	16.0	5	13.5	10	14.1
English/Drama/Literature	5	55.6	12	48.0	19	51.4	36	50.7
Social Studies	2	22.2	3	12.0	3	8.1	8	11.3
Mathematics/Science	1	11.1	3	12.0	5	13.5	9	12.7
Other Subject Areas	0	0	3	12.0	5	13.5	8	11.3
Total	9		20		37		71	

Table VIII. Articles within materials across three editorial periods

Sub Category	Volume n	1-7 %	Volume n	8-14 %	Volume n	15-20 %	Total n	%
General	1	4.0	2	4.5	5	8.6	8	6.3
Books/Texts/Mass Media	11	44.0	22	50.0	28	48.3	61	48.0
Readability	2	8.0	11	25.0	16	27.6	29	22.8
Devices/Machines/Audio Visual	10	40.0	7	15.9	13	22.4	24	18.9
Games	1	4.0	2	4.5	2	3.4	5	3.9
Total	25		44		58		127	

Table IX. Author occupation across three editorial periods

Author Occupation	Volume n	1-7 %	Volume n	8-14 %	Volume n	15-20 %	Total n	%
School Based	39	12.5	53	11.1	73	12.7	165	12.1
College or University	199	63.8	330	69.0	393	68.5	922	67.6
District, County, State, Provincial	41	13.1	67	14.0	92	16.0	200	14.7
No Identification	33	8.7	28	4.3	16	2.8	77	5.6

Table X. Male/female authors across three editorial periods

Sex	Volume n	1-7 %	Volume n	8-14 %	Volume n	15-20 %	Total n	%
male	226	70.7	336	70.7	353	60.6	915	67.1
female	79	25.9	139	29.3	230	39.4	448	32.9
Total	305		475		583		1363	

Table XI. Multiple authorship across three editorial periods

No. of authors	Volume n	1-7 %	Volume n	8-14 %	Volume n	15-20 %	Total n	%
1	222	84.1	254	72.2	343	76.1	819	76.8
2	36	13.6	81	23.0	93	20.6	210	19.7
3	6	2.3	8	2.3	10	2.2	24	2.2
4 or more	0	0	9	3.0	5	1.1	14	1.3
Total Articles	264		352		451		.1067	

Table XII. Authors by IRA regions across three editorial periods

	Volume	1-7	Volume	8-14	Volume	15-20	Total	
Region	n	%	n	%	n	%	n	%
East	70	26.6	114	31.3	168	36.4	352	32.3
Great Lakes	79	30.0	91	25.0	73	15.8	243	22.3
Southeast	39	14.8	50	13.7	73	15.8	162	14.9
Far West	10	2.6	47	12.9	43	9.3	100	9.2
Plains	27	10.3	19	5.2	27	5.9	73	7.0
Southwest	13	4.9	22	6.0	27	5.9	62	5.7
Rocky Mountains	12	4.6	4	1.0	19	4.1	35	3.2
Transmountain	0	0	8	2.2	4	1.0	12	1.1
Laurentian	1	0	1	0	4	1.0	6	.6
Atlantic	0	0	1	0	4	1.0	5	.5
Ruperts Land	0	0	0	0	1	0	1	.1
No location given	12	4.6	3	0	7	1.5	22	2.0
Other	0	0	4	1.0	11	2.4	15	1.3

Table XIII. Citations by volume and type of publication

Type of Publication	Volume 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Book	7	10	15	30	39	30	41	53	29	96	80	50	48	54	83	131	185	129	136	202	1448
Journal	12	11	30	51	58	53	66	44	57	72	60	65	91	44	82	94	90	89	165	178	1412
Conference Proceeding, Yearbook	3	8	10	7	4	6	6	12	5	14	20	7	4	11	17	9	6	11	16	23	199
Unpublished Material	5	5	4	19	18	10	11	4	17	19	32	16	18	27	14	30	53	25	68	55	452
Instructional Material or Test	1	13	3	3	10	12	25	16	4	3	13	10	9	9	18	7	26	34	13	12	241
Other							1	5	1	3	7	2	5	2	5	2	4	2	7	7	53
Total	28	47	62	110	129	111	150	135	113	207	212	150	175	147	219	273	364	290	406	477	3805

Table XIV. Type of publication cited across three editorial periods

Type of Publication	Volume	1-7	Volume	8-14	Volume	15-20	Total	
	n	%	n	%	n	%	n	%
Book	210	31.2	372	33.8	866	42.7	1448	38.1
Journal	308	45.1	406	36.9	698	34.4	1412	37.1
Conference Proceeding, Yearbook	53	7.8	64	5.8	82	4.0	199	5.2
Unpublished Material	74	10.5	131	12.2	247	12.2	452	11.9
Instructional Material or Test	76	11.5	55	4.6	110	5.4	241	6.3
Other			26	1.9	27	1.3	53	1.4
Total	721		1054		2030		3805	

Table XV. Age of cited material by publication across three editorial periods

Type of Publication	Volume 1-7	Volume 8-14	Volume 15-20	Total
Books				
median	7.8 (171)	7.8 (411)	6.8 (866)	7.4 (1448)
range in years	29 (1934-63)	28 (1943-71)	29 (1948-77)	43 (1934-77)
Journals				
median	7.4 (281)	6.1 (433)	5.7 (698)	6.7 (1412)
range in years	27 (1936-63)	25 (1945-70)	29 (1948-77)	41 (1936-77)
Conference Proceeding, Yearbook				
median	4.2 (44)	6.4 (73)	7.1 (82)	5.9 (199)
range in years	23 (1939-63)	21 (1948-69)	28 (1948-76)	37 (&1939-76)
Unpublished Material				
median	6.1 (72)	5.9 (133)	5.5 (247)	5.8 (452)
range in years	23 (1938-61)	25 (1945-70)	24 (1952-76)	38 (1938-76)
Instructional Material or Test				
median	10.0 (67)	7.2 (64)	7.9 (110)	8.1 (241)
range in years	24 (1937-61)	24 (1941-69)	18 (1958-76)	39 (1937-76)
Other				
median	13.0 (1)	4.6 (25)	3.8 (27)	4.2 (53)
range in years		14 (1955-69)	26 (1950-76)	26 (1950-76)

Table XVI. The most frequently cited journals in *JOR* articles

Journal	cites	%	cum %
Journal of Reading	205	18.96	
Reading Teacher	100	11.41	11.41
Journal of Educational Research	49	5.59	17.00
Elementary English	46	5.25	22.35
Reading Research Quarterly	45	5.14	27.39
English Journal	41	4.68	32.07
Journal of Educational Psychology	36	4.10	36.17
Educational Research Bulletin	22	2.51	38.68
Elementary School Journal	21	2.39	41.07
Journal of Reading Behavior	18	2.05	43.12
Journal of Developmental Reading	15	1.71	44.83
Jnl Verbal Lng and Verbal Behavior	14	1.59	46.42
Adult Leadership	13	1.48	47.90
Journal of Applied Psychology	11	1.25	49.15
Child Development	10	1.14	50.29

Note: Based on 709 articles (1967-1977)

Table XVII. Percentage of titles lacking indexable terms

Year	n	%
Volumes 1-7	45/264	17.0
Volumes 8-14	61/352	17.3
Volumes 15-20	107/451	23.7
Total	213/1,067	19.9

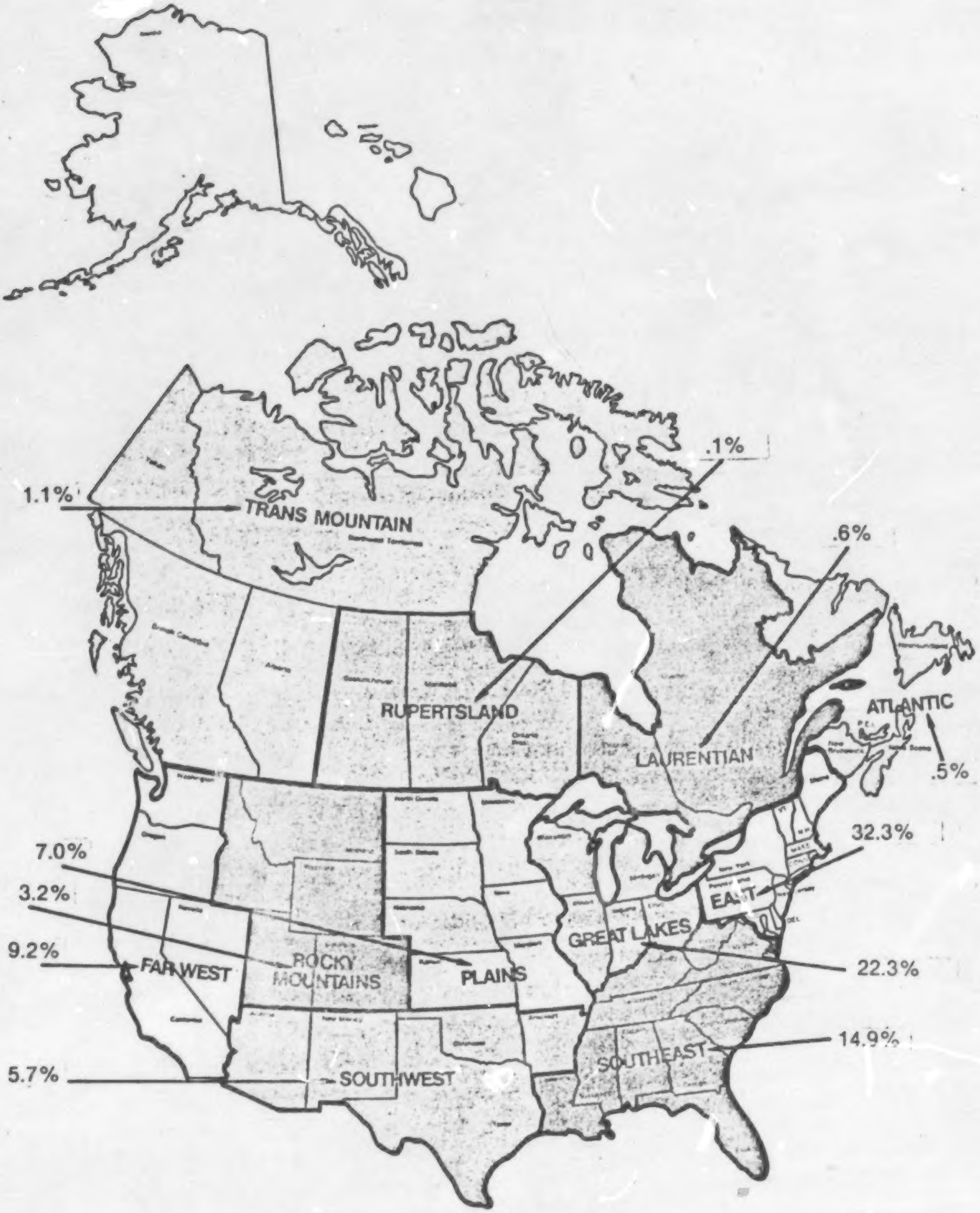
.1%
1.1%
TRANS MOUNTAIN
.6%
RUPERTSLAND
ATLANTIC
LAURENTIAN
.5%
32.3%
7.0%
EAST
3.2%
GREAT LAKES
9.2%
FAR WEST
ROCKY MOUNTAINS
PLAINS
22.3%
14.9%
SOUTHEAST
5.7%
SOUTHWEST

Figure 1 *JOR* authors by IRA region
Note: No identification & others = 3.3%